

DOCUMENT RESUME

ED 041 236

AC 008 282

TITLE Self Study Course for Adult 4-H Leaders.
INSTITUTION Colorado State Univ., Ft. Collins. Human Factors
Research Lab.
PUB DATE May 70
NOTE 127p.

EDRS PRICE MF-\$0.50 HC-\$6.45
DESCRIPTORS Behavior Patterns, Community Involvement,
Independent Study, *Learning Processes, *Programed
Instruction, Program Planning, Self Evaluation,
*Youth Leaders, *Youth Programs

IDENTIFIERS Four H Clubs

ABSTRACT

This document presents a programed self study course that, while not time consuming, will provide the indepth teaching that adult 4-H leaders need to function effectively. Each unit, or paragraph of information is followed by one or more multiple choice questions with four alternative answers. A statement of the correct answer and a short explanation, if needed for understanding, follows each question. The program is divided into ten chapters which cover: information to justify the expenses of 4-H Club and its role; basic principles of designing and planning educational programs; meeting formats and guidelines for delegation of authority; description and evaluation of teaching and learning methods; objectives of 4-H teaching methods; youth behavior and growth patterns; motivation of youth; parent cooperation; relationships between the club and the community; and the use of community resources to create a climate for leadership development in the community. (PT)

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ED041236

Self Study Course for

ADULT 4-H LEADERS

Produced by the Human Factors Research Laboratory - Colorado State University

this publication was developed by
a project funded by
the Federal Extension Service
and conducted by
the Colorado State University
Cooperative Extension Service
layout and cover design by
University of Minnesota

AC008282

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Issued in furtherance of Cooperative Extension Work in agriculture and home economics, Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. Lowell H. Watts, Director of Extension Service, Colorado State University.

2M 5-70

May 1970

SELF-STUDY COURSE FOR ADULT 4-H LEADERS

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2. Planning the 4-H Program	Dale Apel, Kansas
3. The 4-H Club Meeting	George Foster, Tennessee
4. Learning Experiences	Elaine Skucius, Nebraska
5. 4-H Teaching Methods	Mildred Fizer, West Virginia
6. How Youth Grow Up	George P. Rowe, Missouri
7. Motivations of Youth	Joe T. Waterson, Michigan M. Amalie Vasold, Michigan
8. Parent Cooperation	Jack M. Tyree, Virginia
9. 4-H in the Community	Edward F. Schlutt, Texas
10. Resources to Help You	Laura G. Cooley, California

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PREFACE

Self-Study Course for Adult 4-H Leaders

Well informed adult 4-H leaders are essential for the success of the 4-H club. Often, however, the in-depth teaching that leaders need to function effectively is too time-consuming for the county extension agent to provide on an individual basis. In addition, meetings on a group basis are frequently inconvenient for busy leaders.

A new teaching technique called "programmed instruction" offers promise in solving this problem. Use of this technique permits each person to study at his own convenience and at his own rate. Material in this self-study course for 4-H leaders has been "programmed." This means that each chapter has been divided into small units of information. Each unit, or paragraph of information, is followed by one or more multiple-choice questions with four alternative answers. A statement of the correct answer and a short explanation, if needed for understanding, follows each question. The meaning of programmed instruction should become clear as you read the directions for studying this course on the following page.

Directions:

This course is a self-study course. You are to read the program as you would any other reading material. For best results from the study of this material, we suggest that you follow these steps:

1. Read the numbered paragraph carefully.
2. Read the multiple choice question(s) which follow the paragraph.
3. Pay special attention to the correct answer (marked with an asterisk).
4. Repeat this procedure throughout each chapter.

Now try the following example:

The 4-H emblem is a green four-leaf clover with a white "H" on each leaf. This "H" represents the development of head, heart, hands, and health.

The 4-H emblem is

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|-------------------------------|-------------------------------|
| a. a silver cross. | c. a green three-leaf clover. |
| *b. a green four-leaf clover. | d. a four-pointed star. |

b. the 4-H emblem is a green four-leaf clover.

The "H" on each leaf represents the development of

- | | |
|------------------------------------|-------------------------------------|
| a. hope, health, honor, and heart. | *c. head, heart, hands, and health. |
| b. strong bodies. | d. youth leadership |

c. the "H" represents the development of head, heart, hands, and health.

If you follow the directions as given, you would have read the paragraph and then read the multiple choice question following the paragraph paying special attention to the correct response. You would then have followed the same procedure for the second question.

As you study the following chapters, take your time and read carefully. We hope you enjoy the program and find this a profitable experience.

Why 4-H

Do modern, competent schools render educational clubs obsolete? Should 4-H Clubs become primarily social organizations and leave education to the school system? If 4-H is to be effective it must not parrot the school, but complement, supplement and reinforce the educational programs of other institutions.

The following chapter cites information to justify the unique experiences of 4-H. The 4-H Club is not an unnecessary luxury; it plays a vital role in today's progressive society.

- 1** The overall purpose of education is to give youth the experiences, knowledge and skills they need to become competent, responsible adults. Since about 1945, however, rapid changes have placed this purpose in a new perspective. It is no longer possible to predict with reasonable accuracy all the qualities that youth will need for successful living. Research and technology make information and skills obsolete in a relatively short time.

The rapidity of change has

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| a. eliminated the need for 4-H. | *c. placed the overall purpose of education in a new perspective. |
| b. changed the overall purpose of education. | d. not affected youth as much as adults. |

- c. placed the overall purpose of education in a new perspective. Changed the perspective for education because of the inability to accurately predict all the skills needed to be a successful adult.

The qualities youth need to become responsible adults

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| *a. are difficult to predict with complete accuracy. | c. cannot be learned in childhood. |
| b. have not changed since 1945. | d. can be learned only through formal education. |

- a. are difficult to predict with complete accuracy. Are not predictable because of constant change.

Knowledge and skills become obsolete in a short time because

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|--|---|
| a. they are not well learned in youth. | *c. of changes in modern research and technology. |
| b. our educational system is lax. | d. they cannot be realistically applied. |

- c. because of changes in modern research and technology. Because of the constant change resulting from modern research and technology.

- 2** The development of personality, attitudes and values is at least as important as acquiring information and specific skills. Success living today demands more emphasis on the development of sound personality and appropriate values than ever before. In this new setting, education has the purpose of helping youth behave intelligently. Youth must be educated to live successfully in new, changing and complex situations.

Today increased emphasis in education is being placed on

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|---------------------------|---------------------------|
| a. facts and knowledge. | c. specific skills. |
| *b. attitudes and values. | d. recall of information. |
| b. attitudes and values. | |

3 Even under the best of circumstances the educational efforts of the schools must be supplemented by those of the home, church, library, youth-serving agencies and other social institutions. The school alone cannot educate the child.

It is apparent that

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|--|---|
| a. schools can provide all of the necessary educational experiences. | *c. school efforts should be supplemented by the work of other organizations. |
| b. practical experience should be de-emphasized in schools. | d. our schools are not fulfilling their obligations. |
- c. school efforts should be supplemented by the work of other organizations. The home, church, library and other agencies and organizations can supplement the educational effort of the schools.

4 Federal and state legislation provide a legal basis for "why 4-H." The Smith-Lever Act of 1914 established Cooperative Extension and provided federal financial support in cooperation with state support. The Act and legislation since then clearly indicated work with youth as a part of Extension. States have enacted legislation which made them partners in support of Extension.

The Smith-Lever Act of 1914 and subsequent federal legislation have established

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| *a. cooperative state and Federal financial support of Extension work. | c. a government work program for youth. |
| b. a fixed pattern for youth work. | d. a set of requirements for joining 4-H. |
- a. Smith-Lever Act and other federal legislation established cooperative state and Federal financial support of Extension work.

5 Legislative mandate alone does not answer "Why 4-H" today. To be accepted, any program must continually earn respect and support by meeting new situations and needs. 4-H fulfills these requirements, and yet it cannot provide the entire solution to the problem of educating youth. The contributions of other youth-serving groups should be recognized, and judicious cooperation practiced.

The main justification for "Why 4-H" must be found in

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|-----------------------------|---|
| a. federal legislation. | *c. the contributions to youth education. |
| b. the methods used by 4-H. | d. awards won by 4-H members. |
- c. contributions to youth education. The program must continually earn respect and support by meeting the changing educational needs of youth in cooperation with other youth groups.

The problem of youth education can be

- a. solved by 4-H.
- b. solved through the school system.
- c. solved completely by 4-H in conjunction with other youth groups.
- *d. lessened through 4-H programs.

d. lessened through 4-H programs.

6 One of the most unique features of 4-H today is the subject matter resource of the university of which 4-H is a part in each state. University resources are helpful to the 4-H leader in gaining information and skills and in developing attitudes and values. Such material can serve as a source for projects and learning experiences. Subject matter research by each 4-H leader is necessary to develop new topics and to identify weak program areas. Research stimulates curiosity and heightens motivation.

An effective 4-H leader will

- a. refrain from using community resources.
- *b. use university resources freely.
- c. rely solely on his own experiences.
- d. spend as little time as possible in research.

b. use university resources freely. The resources of a university of which 4-H is a part in each state provide a source from which both profit and learning experiences can be derived.

Subject matter research

- a. has no place in 4-H work.
- *b. adds new subject matter.
- c. hinders the effectiveness of the 4-H leader.
- d. is too complex for 4-H purposes.

d. adds new subject matter. Adds new subject matter and identifies areas in which new information is needed.

7 In many situations some previous experience is necessary to function effectively. The 4-H program offers youth a broad range of learning experiences directed toward a deeper understanding of people, ideas, places and things. Dr. Margaret Mead said of youth: "They need to discover how very wide the range of choice really is. They should be confronted with enough of the choices they could make to keep their decisions from hardening too soon or too narrowly." Other authorities support this position and feel that 4-H gives youth a wider range of voluntary choices and experiences than do other programs.

The broad range of experiences offered through 4-H

- a. encourages dependence.
- *b. deepens understanding.
- c. assures maturity.
- d. stimulates a narrow point of view.

b. deepens understanding. Help to deepen youth understanding of the complexities of living.

- 8** 4-H provides a broad and varied range of opportunities for members to work with adults and youth of diverse backgrounds. The 4-H program provides natural situations which help members to understand, accept and work with persons different from themselves. These experiences help break down barriers.

4-H emphasizes the opportunity for members to work with adults and youth

- | | |
|------------------------------|------------------------------------|
| a. from different countries. | c. of the same age. |
| *b. of diverse backgrounds. | d. with the same vocational goals. |

b. of diverse backgrounds. 4-H provides broad and varied experiences in working with adults and youth of diverse backgrounds.

- 9** 4-H provides a wide range of leadership opportunities for both youth and adult leaders. The teaching concepts and principles for learning of leadership develop positive attitudes toward the acceptance of responsibility. Leadership skills are gained through group practice in carrying out 4-H programs. The identification of latent leadership and the development of it has been called the greatest contribution of 4-H.

A major contribution of 4-H is made through the identification of

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| *a. latent leadership. | c. malnutrition. |
| b. juvenile delinquency. | d. scholastic ability. |

a. latent leadership.

The teaching of concepts and principles of leadership

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|---|---|
| a. is beneficial to 4-H adult leaders only. | c. identifies latent leaders through testing procedures. |
| b. helps develop a reluctance to accept responsibility. | *d. helps develop positive attitudes toward accepting responsibilities. |

d. helps develop positive attitudes toward accepting responsibilities.

- 10** In a society which limits work experiences for youth, 4-H projects provide real-life work experiences in many areas. Work experiences contribute to an individual's growth in general adjustment, financial help, employment opportunity exploration, and adjustment to the social environment. For example, a youth's interest in his project work makes more specific and meaningful a study of employment opportunities in related businesses. Study of particular jobs and the member's personal relations to such positions can be enlivened by trips to business establishments.

The primary objective of 4-H projects is to provide

- | | |
|---------------------------------|------------------------------------|
| *a. real-life work experiences. | c. leadership training for adults. |
| b. busy work for young people. | d. publicity for 4-H activities. |

a. real-life work experiences. Real-life work experiences for youth are provided in many areas.

The study of jobs and how they relate to members can be made more interesting through

- a. assigned projects.
- *b. field trips.
- c. individual research.
- d. adult leaders' lectures.

b. field trips. Field trips add reality to the study of jobs by members.

- 11** The 4-H program effectively integrates the learning of skills and information with the development of personality, attitudes and values. The subject matter, methods and learning experiences used in 4-H facilitate integrated learning. A 4-H member working on a project gains information by testing different alternatives. In this way, he develops an appreciation for the scientific method of inquiry. 4-H projects enhance the member's confidence in his abilities and develop attitudes and values which contribute to personality development.

The learning of skills and information and the development of personality, attitudes and values are

- a. too complex to be dealt with in the 4-H program.
- *b. effectively integrated within the 4-H program.
- c. outside the scope of 4-H program.
- d. isolated within the 4-H program.

b. effectively integrated within the 4-H program. The learning of skills and knowledge and the development of personality, attitudes and values is best accomplished in an integrated manner.

Which of the following is not a benefit which the 4-H member gains from project work?

- a. developing an appreciation for the scientific method.
- b. enhancing member's confidence in his abilities.
- *c. allowing members to develop one method of inquiry.
- d. contributing to personality development.

c. allowing members to develop one method of inquiry.

- 12** 4-H complements, supplements and reinforces the educational programs of schools, homes and other institutions. It does this by relating all learning to real life: 1) by providing wide range of voluntary choices available to 4-H youth and making the work meaningful, encouraging study, and practice of what is learned, 2) by tying the "Why" of 4-H to actual observations and practices, 3) by stimulating curiosity and the attitudes of inquiry.

The educational programs of schools, homes and other institutions are not

- a. reinforced by 4-H.
- b. supplemented by 4-H.
- *c. replaced by 4-H.
- d. complemented by 4-H.

c. replaced by 4-H. 4-H does not replace other educational programs but it reinforces, supplements and complements them.

Which of the following is not a way in which 4-H relates all learning to real life?

- a. offers a wide range of voluntary choices.
- b. provides concrete observation and practice.
- c. stimulates curiosity and the attitude of inquiry.
- *d. controls the learning process by the use of financial reward.

d. controls the learning process by the use of financial reward.
Financial gain does not control learning for the 4-H members.

13 Citizenship education is an example of how 4-H relates all learning to real life. In many instances there are inadequate opportunities for democratic participation of youth in community activities. Through the local club and action programs, 4-H provides a laboratory for such practice which relates learning to life.

Citizenship education provides an example of how 4-H

- *a. relates learning to real life.
- b. encourages immaturity.
- c. is dependent upon community relations.
- d. encourages rash decisions.

a. relates learning to real life. Makes learning real through providing practical laboratories.

14 To reach the highest potential educational values of 4-H, leaders must skillfully blend subject matter, methods, experiences, and relationships with individuals and groups. Leaders and members must recognize and make the adjustments necessary to meet new situations and needs. In achieving these goals, 4-H will merit respect and support as an educational program.

The task of 4-H leaders is most accurately described as

- *a. skillful coordination of many activities.
- b. permissive control.
- c. theoretical instruction.
- d. vocational guidance.

a. skillful coordination of many activities. Skillful blending of subject matter, methods, experiences and relationships with individuals and groups.

To merit respect and support as an educational program, 4-H should

- a. relate learning to real life.
- b. encourage combinations of subject matter, methods, experiences and relationships.
- c. recognize the needed adjustments for new situations.
- *d. all the foregoing.

d. all the foregoing. 4-H should supplement, complement and reinforce the efforts of other educational institutions which include relating learning to real life, encouraging broad experiences and adapting to new situations.

Planning the 4-H Program

The question, "Why 4-H?" was answered by detailing the numerous values of 4-H -- both educational and social. Full utilization of these potential values requires a well-planned, balanced 4-H program. The careful design of learning opportunities should reflect the needs, interests and characteristics of the members and their environment.

In this chapter, some basic principles of designing educational programs, including discussion of who should do the planning and specific suggestions, will be reviewed.

- 1** Careful thought in designing local 4-H programs is needed to provide 4-H opportunities which will be attractive and interesting to members. Systematic planning helps provide a balanced variety of activities for boys and girls with different interests. Involvement of leaders, members and parents in program planning keeps everyone informed and interested.

Systematic program planning of 4-H activities

- a. is usually not necessary.
- b. leaders to too much formality in the program.
- *c. provides a balanced variety of activities.
- d. is not usually attractive to the members.

c. provides a balanced variety of activities.

Who should be involved in program planning?

- a. leaders.
- b. parents.
- c. members.
- *d. all the above.

d. all the above--leaders, members and parents should all be involved in program planning.

- 2** A local 4-H program is defined as the total educational efforts of a 4-H club or informal group. Plans for educational efforts should be developed near the beginning of the 4-H year. Because this development is a continuous process, however, these plans may be modified frequently. The group's experience with ongoing activities will continuously alter the initial plan.

The main theme of the definition of the local 4-H program is

- a. community service.
- b. vocational guidance.
- c. recreation.
- *d. education.

d. education--the total educational efforts of a 4-H club or group define the local 4-H program.

- 3** The continuous process involved in the development of plans for educational efforts of the local 4-H program involves a series of five steps: 1) studying the situation, 2) identifying problems or needs for change, 3) setting of goals or objectives, 4) designing and conducting learning experiences and 5) measuring progress and evaluation of results.

Which is not one of the five steps involved in the development of plans for educational efforts of the local 4-H program?

- a. studying the situation.
- b. setting goals or objectives.
- c. measuring progress and evaluating results.
- *d. consulting national 4-H leaders.

d. consulting national 4-H leaders.

- 4** Knowledge of the broad objectives of the 4-H program is desirable when surveying the situation to determine opportunities for 4-H program efforts. These broad objectives define areas of responsibility for 4-H educational efforts and provide a framework in which to examine situational information. They are not intended to be used as a rigid guide to be followed closely.

A knowledge of broad objectives of the 4-H program is desirable in order to

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| a. plan recreational activities of the members. | *c. determine opportunities for 4-H program efforts. |
| b. tailor-make the program to fit each individual's needs. | d. conform to national guidelines for 4-H programs. |
| c. determine opportunities for 4-H program efforts. | |

Broad objectives of the 4-H program

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|--|---|
| a. are usually not pertinent to individual clubs. | c. should be modified by the adult leader. |
| *b. provide a framework in which to examine situational information. | d. should be followed rigidly in designing local club programs. |

- b. provide a framework in which to examine situational information.

- 5** Broad objectives for the 4-H program have been stated generally by national 4-H officials in the U. S. Department of Agriculture. While there may be some geographical variations in objectives, most locally determined objectives would fit within national objectives.

4-H officials in the U. S. Department of Agriculture have stated

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|------------------------------|--|
| *a. broad objectives of 4-H. | c. specific rules for 4-H members. |
| b. justifications for 4-H. | d. general sources of 4-H information. |

- a. broad objectives of 4-H.

Most local 4-H objectives would fit within the national objectives even though there may be some _____ variations.

- | | |
|-------------------|------------------|
| a. international. | c. serious. |
| *b. geographical. | d. undetermined. |

- b. there may be some geographical variations.

- 6** The broad objectives of 4-H aids in defining the situational information to be studied in 4-H program development. The situational information to be studied can be classified in two parts: 1) information about needs and interests of boys and girls to be involved in the program; 2) information about community in which the 4-H program is to be conducted.

Situational information to be studied in 4-H program development can be classified into _____ parts.

a. three.

c. six.

b. four.

*d. two.

d. two parts--information about boys and girls and information about the community.

- 7** Situational information about boys and girls in the community who will be involved in 4-H should include facts on their age, places they live, their friends, and their developmental needs and interests.

Situational information about boys and girls in the community should include

a. their age.

c. their needs and interests.

b. places they live.

*d. all the above.

d. all should be included.

- 8** Some of the information about boys and girls will be the same for most children of their general age level wherever they live. For example, ten year olds are usually restricted to their neighborhood, they want to belong to gangs of their own age and sex, they like symbols and regalia, they accept rules and regulations, they have a short interest span and less ability than older boys and girls to see a long task through to completion. They are eager, enthusiastic and easily motivated.

Ten year old boys or ten year old girls would be most likely to vary with regard to

a. interests in the opposite sex.

c. their interest in gangs.

b. their acceptance of rules and regulations.

*d. height and weight.

d. height and weight--they are not as likely to vary with regard to the other three if they are the same age.

The following cannot usually be said about boys and girls ten years of age. They

*a. can see long tasks through to completion.

c. are easily motivated.

b. accept rules and regulations.

d. have a short interest span.

a. they cannot see long tasks through to completion.

- 9** On the other hand, some information about boys and girls may vary quite markedly from one community to another, and from one individual to another. Health habits, nutrition and attitudes vary among different communities. In addition, there is a wide variation among children in the same community in maturational level, emotional and physical development, personality, intellectual level and interests.

Information about health habits of boys and girls

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|--|--|
| a. is completely constant across one age level. | c. will be the same for most children of their age level wherever they live. |
| *b. may vary for children of the same age in different localities. | d. is impossible to classify due to individual differences. |

b. may vary for children of the same age in different localities.

- 10** The second part of the situational information concerns the community in which the 4-H program is being conducted. Some relevant facts about the community may include information about family customs, employment opportunities, educational patterns, leisure time opportunities available and the extent of their use, extent of participation in other informal youth groups, density of population, extent of delinquency, community health patterns and work habits of parents.

The second part of the situational information concerns the

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|----------------------|----------------|
| a. nation. | *c. community. |
| b. local government. | d. adults. |

c. facts about the community in which the 4-H program is being conducted.

Which of the following cannot be classified as community fact?

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|------------------------------|--|
| a. family customs. | c. extent of delinquency. |
| b. employment opportunities. | *d. data on children's intellectual level. |

d. data on children's intellectual level--is situational information pertaining to interests and needs of youth.

- 11** These facts about the general community as well as interests and characteristics of children in the community are important considerations for development of 4-H programs. Because these facts vary from community to community, local 4-H programs should vary also if they are to be successful in meeting needs of the community and needs and interests of young people. One reason for variation of 4-H programs within a community is because of differences among the people participating in it, such as differences among boys and girls.

Because the facts about the community and boys and girls in it vary from one community to another, the local 4-H program should

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|------------------------|---------------------------------------|
| *a. also vary. | c. should fit the leaders' needs. |
| b. be rigidly planned. | d. always follow national guidelines. |

a. also vary--local 4-H programs should also vary if they are to be successful in meeting the needs of the community and its young people.

- 12** A study of the situational information will uncover unsatisfactory situations as well as those in need of change. Once these problems have been identified, the local program designers must assume the responsibility of choosing which problems to solve. This selection or ranking according to priority sets the stage for the establishment of objectives.

The study of situational information will

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|---|---|
| *a. uncover unsatisfactory situations. | c. show who is responsible for unsatisfactory conditions. |
| b. be helpful only for small 4-H clubs. | d. show only satisfactory conditions. |

a. uncover unsatisfactory situations and those in need of change.

It is the responsibility of the _____ to choose which problems to solve.

- | | |
|------------------|-------------------------------|
| a. members only. | *c. local program designers. |
| b. parents only. | d. regional program designer. |

c. the local program designers must assume this responsibility.

Objectives for the 4-H program are established

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|---|---------------------------|
| *a. by selecting and establishing priority of problems. | c. prior to the 4-H year. |
| b. by the national offices. | d. by the county agent. |

a. the selection and priority of problems establishes objectives for the 4-H program.

Establishing a priority for problems

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|---|--|
| *a. precedes the establishment of objectives. | c. is unnecessary for the establishment of objectives. |
| b. follows the selection of objectives. | d. is not related to the establishment of objectives. |

a. establishing a priority should set the stage for establishing objectives.

- 13** Objectives are set forth to define end results to be achieved in the 4-H program. They give direction to the 4-H program, provide continuity, and help to insure that the program is interesting and meaningful to children and to the community.

Objectives for a 4-H program do not

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|---|------------------------------------|
| a. give direction to the program. | c. provide continuity. |
| b. help to insure that it is interesting. | *d. insure success of the program. |

d. they do not necessarily insure the program's success.

- 14** Useful program objectives should indicate specifically who is to do the learning. Groups of boys and girls in the same community do not all have the same interests or the same objectives. The objective should be specific in indicating which group or sub-group of boys and girls is to be taught.

Program objectives should

- | | |
|-----------------------------------|---|
| *a. indicate who is to be taught. | c. provide minimum direction. |
| b. not be stated explicitly. | d. reflect the state leader's interest. |
- a. indicate who is to be taught.

Program objectives should indicate who is to do the learning because

- | | |
|---|---|
| a. this adds structure to the 4-H program. | *c. youth in the same community do not all have the same interests or objectives. |
| b. parents have the right to know what their children are being taught. | d. this aids in the evaluation of 4-H programs. |
- c. youth in the same community do not all have the same interests or objectives.

- 15** The level of change sought in the learner should also be indicated by the program objectives. Some of the different levels of change which can be achieved may be stated as changes in knowledge, understanding, ability, skill, interest and appreciation.

The level of change sought in the learner should be indicated by the

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| a. leader. | c. parents. |
| *b. program. | d. educational methods. |
- b. the program objectives should indicate the level of change sought.

- 16** A third item which should be specified in the statement of objectives is the content to be taught or the area of subject matter in which the change is to take place. Some of the content areas might be health habits, safety, nutrition, career exploration, getting along with others and physical development.

Which one of the following is ordinarily not included in a statement of objectives?

- | | |
|--------------------------------|----------------------------------|
| a. the learners. | c. the content to be taught. |
| b. the level of change sought. | *d. parents who are responsible. |
- d. parents who are responsible.

- 17** Structuring of learning opportunities is based on situational information. Learning opportunities provide the environment where learning experiences can occur. As members take advantage of these opportunities learning takes place.

Structuring of learning opportunities is based on

- *a. situational information.
- b. parents' wishes.
- c. members' interests.
- d. community facilities.

a. situational information--items b, c, and d are all included under situational information and are all important.

Learning opportunities provide the _____ for learning experiences to occur.

- a. motivation.
- *b. environment.
- c. need.
- d. means.

b. learning opportunities provide the environment where learning experiences can occur when the member participates.

18 Learning experiences are defined as interaction between the learner and external conditions in the environment. In 4-H terms, learning experiences consist of 4-H members actively participating in one or more of the various 4-H activities.

A learning experience can best be defined as

- *a. an interaction.
- b. an experiment.
- c. an opportunity.
- d. a situation.

a. an interaction between the learner and external conditions in the environment.

In 4-H terms, learning experiences are based on

- a. interest.
- *b. participation.
- c. motivation.
- d. ability.

b. active participation in one or more of various 4-H activities.

19 Program evaluation is the process of determining how much the 4-H member has changed his knowledge, attitudes, or skill in terms of objectives as a result of the learning experience.

4-H programs are evaluated in terms of

- a. the end results of projects.
- *b. changes in knowledge, attitude or skill.
- c. participation in activities.
- d. increased maturity.

b. program evaluation is a process of determining how much the 4-H member has changed in terms of the objectives as a result of the learning experience.

20 Good evaluation yields an indication of the progress 4-H members have made in terms of objectives set at the start of the 4-H program. The leader and parents are in a better position than most county extension agents or county fair judges to know how much the member has learned in his 4-H experiences. A still better evaluation team is a combination of the member, his parents and his leader.

A program evaluation includes a knowledge of the _____
the 4-H member has made in terms of the established objectives.

- a. contributions.
- b. exhibits.
- c. effort.
- *d. progress.

d. the progress of the member during the program is what is important.

Which of the following persons is in the poorest position to know how much the member has learned from his 4-H experiences?

- *a. county fair judges.
- b. leader.
- c. 4-H member.
- d. parents.

a. the county fair judge is in the poorest position to know this.

21 Judging of exhibits is not as good a method of program evaluation as is assessing progress toward objectives. Only the end result is considered in judging and not progress the member has made during the program. Allowances are not made for variation in the member's ability or environment at the start of the program. Nor does exhibit judging take into consideration possible variation in objectives set by individual members.

When exhibit judging is compared with progress evaluation it can be concluded that

- a. neither is satisfactory.
- b. both are equally good.
- c. exhibit judging is better.
- *d. progress evaluation is better.

d. the progress evaluation method is the more desirable method.

Exhibit judging is a poorer method of evaluation than progress evaluation because

- a. allowances are not made for variation in the member's ability or environment.
- b. variation in objectives set by individual members are not taken into consideration.
- c. progress the member has made during the program is not considered.
- *d. all the above.

d. all the above.

The major drawback of exhibit judging is that _____
is (are) not considered.

- *a. progress.
- b. end results.
- c. contributions.
- d. interest.

a. progress the member has made during the program is not considered.

- 22** Everyone should have a part in planning the 4-H program--members, parents, leaders and other interested persons. Involving people in planning increases their interest in 4-H. 4-H members, by participation, learn to work with others. Parent involvement enables them to better assist their children at home. Involvement also makes it easier to secure parent cooperation in leadership responsibilities.

Who should take part in program planning?

- a. parents.
- b. members.
- c. leaders.
- *d. all the above.

- d. all of these people should have a part plus anyone else who is interested.

Parental involvement in planning the 4-H program

- a. may alienate members.
- b. is favored over leader involvement.
- c. should be encouraged only with very young groups.
- *d. increases their parental interest and cooperation in 4-H.

- d. involving parents in 4-H increases their interest and their cooperation in leadership responsibilities.

- 23** Leaders and parents will do most of the program planning for groups of younger members. Younger members will become enthusiastic about participating in almost any activity involving their peers if the leader presents the idea in an interesting way. After the leader and parents have determined a number of possible activities, they may ask the members as a group to choose from among the possibilities.

For groups of younger members, who will do most of the program planning?

- *a. leaders and parents.
- b. leaders and members.
- c. members and parents.
- d. members and leaders and parents.

- a. leaders and parents for younger groups.

Younger members will become enthusiastic about almost any activity if it involves their _____ and is presented in an interesting way.

- *a. peers.
- b. leaders.
- c. junior leaders.
- d. parents.

- a. it is important for it to involve their peers.

Younger members should be allowed to

- a. choose their own activities.
- *b. choose among possible activities.
- c. choose their own leader.
- d. schedule their own activities.

- b. choose among possible activities determined by their leaders and parents.

- 24** High school age boys and girls need less direction, guidance and assistance with designing of their program than do younger persons. Parents of high school age boys and girls should be active only "behind the scenes" in most cases. The leader's role should be one of advising rather than directing. Further, high school age boys and girls should select the adult to help them with development of their program.

Which is not true of high school age boys and girls in 4-H programs?

- a. their parents should be active "behind the scenes."
- *b. their leader should advise rather than direct.
- b. the leader should advise rather than direct.
- c. they should choose their own leader.
- d. they should have less direct guidance.

- 25** A permanent or "standing committee" consisting of members, parents and leaders may develop the program for a group of junior high school age boys and girls or groups with widespread ages. Involvement of members in the planning process is important especially for junior high age and older boys and girls. In younger age groups the members may have their own project planning group assisted by a leader or junior leader who has done some pre-planning for them.

For junior high school age boys and girls the program should be sure to involve

- *a. the members.
- b. the leader.
- a. the members.
- c. parents.
- d. educational leaders.

In younger age groups members may have their own project planning group assisted by a leader or junior leader who

- *a. has done some pre-planning.
- b. has finished high school.
- a. a leader who has done some pre-planning for them.
- c. is capable of controlling them.
- d. represents the county extension office.

- 26** When planning with large groups of older or all-age children, each member should serve on a sub-committee handling separate aspects of the program.

When planning with large groups of older children or those of all ages each member should

- *a. serve on a sub-committee.
- b. become involved in the total program.
- a. serve on a sub-committee handling separate aspects of the program.
- c. have direct supervision of the leader.
- d. seek advice from his peers.

27 Writing lists of problems, objectives to be achieved and evaluations to be made may help to establish order in planning procedures. These lists may be used to determine whether or not the plan was built properly.

The use of lists in program planning can best be described as

- a. time consuming.
- b. unnecessary.
- c. mandatory.
- *d. useful.
- d. lists may be useful for a variety of purposes.

Lists in program planning do not

- a. identify problems.
- b. state objectives.
- *c. evaluate the program.
- d. provide a basis for judging the program's effectiveness.
- c. lists should state the measures of planned evaluation, but will not be an evaluation in and of themselves.

28 Listing the various learning opportunities to be conducted during the year will:
1) enable the leaders to determine if the program meets the member's and community's needs and interests and 2) allow the leader to determine if there is a balance of activities during the year.

Listing the various learning opportunities to be presented during the year will enable the leader to determine whether or not

- a. the program meets the member's needs.
- b. the community needs are being met.
- c. there is a balance of activities during the year.
- *d. all the above.
- d. listing helps meet member's and community needs and interests and helps achieve a balance of activities.

The 4-H Club Meeting

The local 4-H program consists of a composite of individual 4-H club meetings. Careful planning of the total program, therefore, implies well organized, effective club meetings. No rigid framework for the ideal 4-H club meeting is possible; each local 4-H club is unique. All 4-H club functions, however, center around a main objective -- to help boys and girls.

Useful meeting formats, as well as guidelines for the delegation of authority are presented in this chapter. Various teaching methods are also described and evaluated.

- 1** An important aspect of the 4-H movement is the 4-H club meeting. The purposes of 4-H club meetings are to help boys and girls: 1) acquire new information about agriculture, home economics and related subjects, 2) learn creative use of leisure time, 3) develop social skills and 4) acquire desirable leadership and citizenship traits. 4-H clubbers are thus given the opportunity to learn and practice decision making in group situations by using the knowledge and skills acquired at these meetings.

One of the three major purposes of 4-H club meetings is to

- | | |
|--|---|
| a. raise money for the community. | *c. develop desirable leadership and citizenship traits in members. |
| b. create a learning situation in an academic atmosphere. | d. obtain publicity for the club. |
| c. develop desirable leadership and citizenship traits in the members. | |

In addition to developing social skills, the 4-H club meeting also helps members do all but which one of the following?

- | | |
|--|--|
| a. learn creative use of leisure time. | c. learn and practice decision-making in group situations. |
| b. learn new information about agriculture, home economics and related subjects. | *d. learn about and understand foreign cultures. |
| d. learn about and understand foreign cultures--they may be an out-growth of a discussion, but it is not a direct purpose of the 4-H club meeting. | |

- 2** Although the local situation will determine what previous arrangements need to be made for the meeting some pre-planning is essential. Proper pre-planning acquaints the officers and committee chairmen with the agenda for the meeting and with what each is to do. With appropriate pre-planning the meeting will go more smoothly.

The previous arrangements which should be made for a meeting will be determined by the

- | | |
|---------------------------------|-------------------------------|
| a. attitudes of the members. | *c. overall local situations. |
| b. attitudes of the parents. | d. national headquarters. |
| c. the overall local situation. | |

- 3** The leader should check on the progress of committees and make plans for appointing new committees as part of the pre-planning activity. Committees are usually very helpful in 4-H activities; they are most beneficial when the assignment is of vital importance to the club and the committee is properly supervised. Committees give more members learning experiences and broaden the scope of the club program.

Committees are beneficial in the running of a 4-H program when

- a. every club member works on the committee.
- b. the group leader assigns the individual topics to the members of the committee.
- c. the committee is given no supervision.
- *d. the assignment is of vital importance to the club.

d. when the assignment is of vital importance to the club.

- 4** County extension agents can advise the local 4-H club as to necessary officers and committees as well as the appropriate duties of each. These agents should be called upon as resources for guidance and reference materials by the local clubs.

County extension agents

- a. may replace the leader in small clubs.
- b. should confer with individual members.
- *c. should be used as a source of guidance.
- d. should appoint necessary committees.

c. County extension agents should be used by the local 4-H club for guidance and reference materials.

- 5** 4-H club meetings should be conducted in an orderly manner. This is the responsibility of the leaders and officers. Each 4-H club has a slate of officers elected by the club members themselves. Leaders should help train and encourage each officer in fulfilling his responsibilities.

It is the officer's co-responsibility with the leaders to conduct an orderly meeting. These officers are

- *a. elected by the club members.
- b. appointed by the leaders.
- c. trained by the out-going officers.
- d. limited to president and vice-president.

a. elected by the club members themselves.

Club officers should receive _____ from the leaders.

- a. payment.
- *b. training and encouragement.
- c. weekly evaluations.
- d. all of the above.

b. training and encouragement.

- 6** The 4-H meeting place should be attractive, well lighted, and well ventilated. Seats should be arranged to create an atmosphere of informality and friendliness. More can be learned and better hearing and participation are encouraged through casual seating. Use of the American and 4-H club flags helps create a club setting. Such regalia helps create a spirit of belonging, an atmosphere of importance, and an air of expectancy.

Which of the following was not mentioned as creating a feeling of belonging, importance and expectancy to 4-H club meetings?

- a. use of American and 4-H club flags.
- *b. air of formality.
- c. properly arranged seats.
- d. attractive meeting place.

b. air of formality--an atmosphere of informality is beneficial.

7 Regular club meetings should be held at least once a month. Additional meetings may be in order depending upon interest and local customs. The well-planned program for each club meeting is very important. The program should be balanced among business, instruction, and recreation. The club members should help plan and conduct the program themselves, with the leader serving as their guide. Every member should be actively involved in some part of the program as often as possible.

Regular club meetings should be held

- a. whenever necessary.
- *b. at least once a month.
- c. every week.
- d. bi-monthly.

b. at least once a month.

A well-planned program for the club meeting should be a balance among business, _____ and recreation.

- a. discussion.
- b. individual activities.
- *c. instruction.
- d. physical exercise.

c. instruction--the other choices fall under one of these three main categories.

With regard to regular club meetings

- a. several members should be put in charge of all programs.
- *b. every member should be actively involved in some part of the program as often as possible.
- c. the group leader should plan and conduct the program.
- d. the program should be well balanced among business, instruction and discussion.

b. every member should be actively involved in some part in the program as often as possible.

8 Club members usually consider club meetings as being primarily recreational because of the interesting way the program is handled. As a general guide, however, it is suggested that the total meeting time be broken down into Business 10-25 percent, Instruction 50-60 percent, and Recreation 10-25 percent.

It is suggested that the meeting time be divided into

- a. Business 50-65 percent.
- *b. Instruction 50-65 percent.
- c. Recreation 50-65 percent.
- d. Instruction and Business 50-65 percent.

b. Instruction 50-65 percent--thus, the most time should be spent on instruction or learning.

9 Business--The business portion of the meeting usually begins with a brief inspirational period to help lift the thinking of everyone to a higher level of cooperativeness and unity. This period may incorporate a song, a poem, or any appropriate thought.

The business portion of the meeting usually begins with

- | | |
|--------------------------------|------------------------------|
| a. the reading of the minutes. | *c. an inspirational period. |
| b. a presidential address. | d. committee reports. |

c. an inspirational period which promotes cooperation and unity.

10 The business portion of the meeting should be short and snappy. The minutes should be read and committee reports, if any, called for. Any complicated business should be referred to committees for their study and recommendations. The leader may present business matters to the club at this time, but his main function is to help the group think through the consequences of each alternative decision before a decision is made. Strict parliamentary procedure is not necessary; the members should use rules of courtesy. The business meeting should be a small democracy in action.

The business portion of the meeting should be

- | | |
|-----------------------------|--------------------------|
| *a. short and to the point. | c. routine and formal. |
| b. long and complex. | d. detailed and orderly. |

a. short and to the point.

The leader's main duty during the business meeting is to

- | | |
|---|---|
| a. present business matters to the club. | c. read committee reports. |
| *b. help the group realize the consequences of decisions. | d. see that the meeting starts on time. |

b. to help the group realize the consequences of decisions.

During the business portion of the 4-H club meeting

- | | |
|---------------------------------------|--|
| *a. committee reports are given. | c. strict parliamentary procedure is observed. |
| b. complicated business is discussed. | d. the leader acts as president. |

a. committee reports are given.

11 Instruction Session--The instruction session is designed to help the members learn more about the subjects of general interest in the entire 4-H club program. At least one good 4-H idea should be presented so completely that it will stand out in the memory of each club member. Movies, demonstrations, project studies, fairs, field trips, and other audio-visual methods are helpful. 4-H club teaching is unique--it is "learning to do by doing." Good 4-H teaching employs seeing, hearing, and doing.

The primary purpose of the instruction session is to

- | | |
|---|--|
| a. help plan better business meetings. | c. plan services that will aid the community at large. |
| *b. help members learn more about subjects of general interest in the 4-H club program. | d. teach leadership techniques to younger people. |

- b. help members learn more about subjects of general interest in the 4-H club program.

12 The instruction session may utilize a demonstration, which is simply showing how something is done. This is the basis of 4-H club teaching which emphasizes "learning to do by doing." There are five steps involved in the use of a demonstration: 1) planning--deciding on the subject; 2) preparation; 3) the demonstration; 4) try out by members; 5) testing--can they do the job.

The emphasis in 4-H teaching is on

- | | |
|-------------|-------------|
| a. seeing. | c. talking. |
| b. hearing. | *d. doing. |

- d. doing--members learn by doing the things they have seen and heard in the meetings.

Which of the following is not listed as a step involved in the use of a demonstration?

- | | |
|---------------|-----------------|
| a. testing. | c. preparation. |
| *b. revision. | d. planning. |

- b. revision.

13 Demonstrations may be given by the leader or 4-H club members. As soon as possible members should be trained to put on their own demonstrations. Most demonstrations consist of three parts: 1) Introduction--explain the purpose of the demonstration; 2) Body--outline subject step-by-step; and 3) Summary--review important points, give opportunity for questions.

With regard to demonstrations it is desirable that

- | | |
|---|---|
| *a. all 4-H club members should be trained to put on the demonstration. | c. demonstrations should be put on by members who are experts in their field. |
| b. only 4-H club leaders should put on the demonstrations. | d. whenever possible outside experts should give the demonstrations. |

- a. all 4-H club members should be trained to put on the demonstration.

Most 4-H club demonstrations

- | | |
|---|--|
| a. should be conducted by the leader. | c. should be simple enough so that members do not have to ask questions. |
| b. take place within the business portion of the meeting. | *d. consist of three parts--Introduction, Body and Summary. |

d. consist of three parts--Introduction, Body and Summary.

14 If a demonstration is given by two or more members working together it is called a team demonstration. Team members must be fairly well natched as to ability, interests, age, size, years of club work, and strength of voice. They must be cooperative, interested in the subject, and have time to study and practice together. The team members also must want to give the demonstration.

In regard to Paragraph 14, which of the following is not true?

- | | |
|--|--|
| *a. a team demonstration should always be given by 2 club members. | c. team members must be matched by the leader as to ability. |
| b. team members must have time to study and practice together. | d. members of a team demonstration should be matched as to years of club work. |

a. team demonstrations should always be given by 2 or more club members--more than 2 members may work together.

15 Choosing a good topic for the demonstration is very important. If a definite subject is not assigned, the group leader may be of help. An interesting, purposeful topic suited to the occasion should be chosen. The selected topic should also be one that the members are familiar with and one which can easily be demonstrated step-by-step. The demonstration should be limited to one idea.

In choosing a topic for the demonstration which of the following does not apply?

- | | |
|---|--|
| a. limit the demonstration to one idea. | c. choose a topic that can be easily demonstrated. |
| *b. choose a topic that will be new to the members. | d. choose an interesting, purposeful topic. |

b. choose a topic that will be new to the members. Choose a topic that is familiar to the members.

16 The most successful demonstrations are those reflecting the ideas and plans of the club members with the leader advising only. In planning club members should list the processes to be discussed and these should be arranged into steps in logical demonstration order. Members also list materials and equipment they will need. Listing of important points in the planning stage will help members to be sure they have enough to say to keep the demonstration interesting and informative. Members should practice the demonstration thoroughly. When other club members help by making illustrative material or by offering suggestions, a cooperative spirit develops.

The most successful demonstrations are those in which the leader

- a. directs the members.
- b. plans the demonstration.
- c. conducts the demonstration.
- *d. advises the members.

d. the leader should advise the members.

A successful demonstration requires planning. In the planning stage

- a. the leader should plan the demonstration.
- *b. important steps should be arranged in logical demonstration order.
- c. members should refrain from practicing together so the demonstration will be fresh.
- d. members must not allow other club members to know their topic.

b. important steps should be arranged in logical demonstration order.

17 At the time of the demonstration, members should be prepared with all needed equipment. Charts and illustrations must be readable. A clear working surface is necessary if the audience is to see each step of the demonstration. Personal experiences help illustrate the point. When presenting the demonstration, club members should maintain a good posture and talk to the audience, making sure they can be heard. A natural, neatly groomed appearance is essential.

During the actual demonstration, participating members should

- a. maintain a good posture.
- b. list all necessary equipment.
- c. talk to the audience.
- *d. all the above.

d. all the above.

18 If only one person talks, he gives a speech or monologue; in a discussion everybody takes part. Discussions help 4-H members think more clearly and learn to talk and listen while others are talking. Thus youth learn by experience how to take part in public meetings and they develop confidence. 4-H club discussion groups may be any size but smaller groups are easier to handle. Discussions are especially suited for senior members, but they give all members a chance to express their ideas. Discussion gives members a chance to do their own thinking. Interest in a wide range of subjects may be sparked.

A discussion

- a. is a talk by one member.
- *b. develops confidence in the club members.
- c. is easier to handle if a large group participates.
- d. kills interest in other fields outside of the one under discussion.

b. develops confidence in the club members.

The main benefit of 4-H discussion is

- | | |
|---|--|
| a. avoidance of conflict between members. | *c. a chance to exchange ideas. |
| b. better acquaintance among members. | d. involvement of a large group of people in 4-H programs. |

c. a chance to exchange ideas.

- 19** The topic under discussion should be treated in such a way as to challenge thinking. To start the discussion, a committee of club members might write up a few "agree and disagree" questions for each meeting. The questions could be on project work, community affairs, national issues or any matter of special interest to the age group.

The topic under discussion should

- | | |
|----------------------------------|--|
| a. be assigned by the leader. | c. be a topic of community importance. |
| b. lead to serious disagreement. | *d. challenge thinking. |

d. challenge thinking.

- 20** The discussion leader should be alert and likable making it easy for people to enter in the discussion. He should be acquainted with the topic, but he may have to depend on literature or on someone else in the group for additional information. He should make the group comfortable by starting off in a friendly, easy manner.

The discussion leader should

- | | |
|---|--|
| a. arrange the seating formally. | c. not start off in too easy a manner. |
| *b. rely on resources for information as necessary. | d. not elicit the help of other members. |

b. rely on resources for information as necessary.

- 21** The instruction session may be improved by utilizing any good teaching method. However, emphasis is placed on demonstrations, discussions, field trips, movies, colored slides, plays, charts and posters, and judging. Members under the leader's guidance should utilize every opportunity to make field trips. These include visiting projects, studying farming, visiting business, etc. County extension agents can furnish the club with movies, colored slides and snapshots. Club members should be encouraged to take and show pictures of their projects. Plays can be developed to illustrate a point pertinent to club problems. Judging is a teaching method that develops knowledge and ability to make decisions. Judging teaches standards through study and discussion of the qualities desirable in a product, article, or animal. Through these methods members learn to observe carefully, to express their ideas and to appreciate the opinions of others.

To improve the instruction session

- *a. any good teaching method may be utilized.
- b. emphasis is placed on lectures on community projects.
- c. a formal seating arrangement is recommended.
- d. a classroom atmosphere should be maintained.

a. any good teaching method may be utilized.

Judging is designed to teach

- a. fair play.
- *b. standards.
- c. authority.
- d. rules.

b. standards--through study and discussion of desirable qualities.

- 22** The recreational portion of the meeting gives an opportunity to leave a "good taste in the club member's mouth." Recreation distinguishes the 4-H club meetings from other education activities, e. g., school classes. The recreation chairman should have the job of selecting and directing the games. At least one new game a month will add interest. Each club meeting should have some active games. Challenges, group singing, dodge ball, relays, guessing games, table games, and singing games can be fun. Group singing can set the mood of the meeting and help prepare the members for the next activity.

The recreational portion of the 4-H meeting

- a. should be directed by the leader.
- b. should compose 50 percent of the meeting.
- c. is desirable only with younger members.
- *d. distinguishes the 4-H club meeting from other educational activities.

d. distinguishes the 4-H club meetings from other educational activities.

- 23** Many clubs serve refreshments at meetings, although they are not essential. The learning experience for the boys and girls who select, prepare, and serve the refreshments is the prime concern. Club members should learn how to select simple, nutritious, inexpensive refreshments and how to serve them graciously. Parents can and should help by giving suggestions and guidance.

Within the recreational portion of the 4-H club meeting

- a. refreshments are essential.
- b. proper nutritious food is the prime concern in refreshments.
- c. refreshments are always served last so members won't lose interest.
- *d. the learning experience of the members with regard to refreshments is a prime concern.

d. the learning experience of the members with regard to refreshments is a prime concern.

- 24** 4-H club meetings should not be merely routine affairs. Responsible freedom of action on the part of club members is all important. Through the use of democratic club programs boys and girls will develop healthy habits of conduct. It is important to teach members to conduct the meeting with a minimum of adult direction, with as many members participating as possible. The order of the programs should be varied occasionally. Public programs to which parents and others are invited add interest.

4-H club meetings

- | | |
|--|---|
| a. should be routine affairs. | c. are the responsibility of the leader. |
| b. should follow a consistent order of programs. | *d. should be run by the members with a minimum of adult direction. |
- d. should be run by the members with a minimum of adult direction and with as many members participating as possible.

- 25** The 4-H leader plays many different roles during the club meeting. Often he is a participator, joining in activities on an equal basis with the members. This gives the leader an opportunity to observe club members in a very natural situation. He may gain insight with which to help each individual develop to his fullest capacity. The leader may serve as an advisor--a person in the background helping guide members in leadership and decisions. The advisor helps each person understand his responsibility and helps the group think through the possibilities of all alternatives, but does not influence the decision. An advisor helps each individual develop confidence in himself. Above all, the 4-H leader is a teacher. He must teach not only skills but attitudes as well. Many leaders find it useful to keep a record of each member's participation and responsibilities.

The 4-H leader must play the role of

- | | |
|---|--|
| *a. participator, advisor, and teacher. | c. participator, teacher, and president. |
| b. advisor, helper, and co-member. | d. co-member, teacher, and helper. |
- a. participator, advisor, and teacher.

4-H club leaders should participate with the members in club activities

- | | |
|---|--|
| a. to make sure everything runs smoothly. | c. to involve all members in activities equally. |
| *b. to gain insight with which to help individuals. | d. all the above. |
- b. to gain insight with which to help members.

As an advisor, the 4-H leader

- a. joins in activities on an equal basis with members.
- *b. helps the group think through the possibilities of all alternatives but does not influence the decision.
- c. must come out of the background.
- d. must make major decisions for the club.

b. helps the group think through the possibilities of all alternatives but does not influence the decision.

As a teacher, the 4-H leader

- a. concentrates on developing member's skills.
- b. concentrates on developing member's attitudes.
- c. may find it useful to keep a record of each member's participation and responsibilities.
- *d. all of the above.

d. all of the above.

26 The 4-H leader has many helpers. Junior leaders can help younger members while becoming better leaders themselves. Several people in the community may serve as specific project leaders. Parents are also invaluable to the leader. Extension agents are always available and should counsel with the leaders. For example, they can provide the leader with recommended 4-H meeting outlines or agendas for your area.

Most 4-H club leaders find it helpful to

- a. discourage parental influence.
- b. work with younger members alone.
- c. recruit specific project leaders from other states.
- *d. counsel with extension agents.

d. counsel with extension agents.

27 The preceding paragraphs have clearly shown that there is no set outline or pre-established agenda for the ideal 4-H club meeting. Each local 4-H club operates as a small democracy with one main objective: to help boys and girls.

The ideal 4-H club meeting

- *a. is a small democracy in action.
- b. follows an established and rigid pattern.
- c. employs a main objective defined by the location.
- d. exists in theory only.

a. the ideal 4-H club meeting is a small democracy in action.

Learning Experiences

The effective use of the 4-H Club meeting as a teaching tool implies meaningful learning experiences for the 4-H members. It is important that the 4-H leader understand the relationship of the learning experiences to learning outcomes.

The present chapter is intended to aid in the understanding of the types of learning which are in the realm of the 4-H program and to present examples of planned learning experiences.

- 1** Boys and girls who join 4-H expect to learn because 4-H is an educational program for young people. The 4-H learning experience is intended to strengthen and broaden the education young people get from other sources. 4-H is intended to provide special learning experiences that are different from those of the home, school and church. The learning intended by 4-H may include learning to: 1) identify worthwhile objectives, 2) effectively support projects aimed at attaining the objectives, and 3) effectively lead projects aimed at attaining the objectives. This learning is different and special because to achieve these three objectives the learner must combine and use the learning from the church, the school, and the home.

Boys and girls who join 4-H expect to learn because 4-H is

- | | |
|--------------------------------|---------------------------------------|
| *a. an educational program. | c. under the direction of adults. |
| b. a program for young people. | d. a continuation of school programs. |

- a. because 4-H is an educational program

The 4-H learning experience is intended to _____ and _____ the education young people get from other sources.

- | | |
|--------------------------|----------------------|
| a. limit; define. | c. define; repeat. |
| *b. strengthen; broaden. | d. expand; evaluate. |

- b. 4-H learning strengthens and broadens learning from other sources.

4-H is intended to provide special learning experiences that are _____ those of the home, church and school.

- | | |
|----------------------|---------------------|
| a. similar to. | c. derived from. |
| b. contradictory to. | *d. different from. |

- d. learning experiences that are different from those of the home, church and school.

- 2** If the different and special learning experiences in 4-H lead to the intended educational goals, then 4-H is helping young people to become more effective citizens in a democratic society.

If the different and special learning experience of 4-H lead to the intended educational goals, then 4-H is

- | | |
|--|--|
| *a. helping youth to become more effective citizens. | c. doing as much as could be expected. |
| b. giving youth an opportunity for expression. | d. helping youth to mature earlier. |

- a. helping youth to become more effective citizens in a democratic society.

- 3** The objectives of a democratic society are to develop: 1) individual responsibility, 2) rewarding human relationships, 3) civic responsibility, and 4) economic responsibility. These are the worthwhile objectives taught to young people by 4-H.

Which of the following was not mentioned as one of the things that a democratic society would develop in individuals?

- a. civic responsibility.
- b. individual responsibility.
- c. economic responsibility.
- *d. parental responsibility.

d. parental responsibility was not mentioned as one of the main objectives.

- 4** 4-H can teach young people how to select a worthwhile objective. 4-H teaches young people to select an objective on the basis of: 1) individual responsibility, 2) responsibility to other people, 3) civic responsibility and 4) economic responsibility.

Through 4-H youth learn to identify and select a(n)

- a. proper vocation.
- *b. worthwhile objective.
- c. appropriate college.
- d. friends with similar interests.

b. 4-H teaches youth how to select and identify a worthwhile objective.

- 5** In the selection of an objective to achieve, it might be helpful to teach some specific considerations. Some of these specific considerations could be: 1) What are some important unsatisfied needs of the individual and the community? 2) What achievable objectives could satisfy these needs? 3) Which objective will best satisfy the immediate and long-term requirements of the individual and the community? The specific considerations will, of course, always depend upon the unique situation.

The specific considerations for achieving a worthwhile objective will always depend upon the

- a. size of group.
- *b. unique situation.
- c. community needs.
- d. most satisfactory objective.

b. the unique situation--the other factors mentioned are some specific considerations.

- 6** After a worthwhile objective is selected, the next step is usually to achieve the objective. A project to achieve the goal must be organized and undertaken. If the project is to succeed in attaining the goal, it must be directly and effectively supported by the members. If the young people do not recognize the responsibility to support the project, the objective will not be achieved. 4-H can help young people recognize this responsibility in learning experiences.

If a project is to achieve the goal, it must be directly and effectively supported by the

- *a. members.
- b. community.
- c. parents.
- d. extension agents.

a. the members must directly and effectively support the project.

4-H can help young people to recognize their _____ to support the project in learning experiences.

- a. motivation.
- b. need.

- *c. responsibility.
- d. ability.

c. 4-H can help youth to recognize their responsibility to support the project.

7 How the individual can most effectively support a project is determined by considering the same factors which were used in the selection of the project and by considering the nature and objective of the project. Selecting the most effective way to support a project is based upon: 1) the individual's responsibility to himself, 2) the individual's responsibility to other people, 3) the individual's economic responsibility, 4) the individual's civic responsibility and 5) the nature and objective of the project. The relative importance of these and other factors will be dependent upon the particular individual and the particular situation.

The relative importance of the factors considered in how to most effectively support a project will be dependent upon the particular _____ and _____.

- a. situation and project.
- *b. individual and situation.

- c. project and individual.
- d. all of the above.

b. the particular individual and situation.

8 In many situations, when the individual considers his responsibilities and objectives, he will find that the most effective way to support a project is to be responsible for seeing that an objective is achieved, that is, to be responsible for leading the project. Because leadership activity is very important to the person and the community, it is especially important for 4-H to teach young people to lead effectively.

In many situations the most effective way to support a project for an individual is to

- a. delegate responsibility.
- *b. be the leader for the project.

- c. assume others' responsibilities.
- d. select a leader for the project.

b. to assume the leadership responsibility for the project.

It is especially important to teach young people to lead effectively because leadership activity is

- *a. important to the person and the community.
- b. the most important consideration in 4-H.

- c. always a desirable activity in our society.
- d. always important to the individual.

a. leadership activity is important to the person and the community.

- 9** The leader's purpose in 4-H is to provide successful 4-H learning experiences. To provide these experiences, the leader must take the initiative in the learning and provide guidance and anything else required to make the learning situation successful. The 4-H leader is responsible for providing an opportunity for young people to learn to be effective citizens in a democratic society.

The leader's two main roles in 4-H learning experiences are

- | | |
|-----------------------------|------------------------------|
| a. initiative and control. | *c. initiative and guidance. |
| b. guidance and control. | d. guidance and evaluation. |
| c. initiative and guidance. | |

- 10** A successful 4-H learning experience is a learning experience in which young people learn to be responsible for selecting an individual or group objective, learn to be responsible for supporting an individual or group project, or learn how to lead a project.

In successful 4-H learning experiences young people are taught which three functions in regard to projects?

- | | |
|--|--------------------------------------|
| a. selecting, supporting and deciding. | c. deciding, leading and supporting. |
| *b. selecting, supporting and leading. | d. selecting, deciding and leading. |

b. they are taught to select, support and lead projects.

- 11** There are two important factors in "engineering" a successful learning experience: 1) the learner and 2) the objective to be taught. A learning experience is an experience that is prepared so that a learner of some level of experience, ability, motivation, etc., successfully completes a task that will teach the objective. It is the responsibility of the 4-H leader to know the learner, know the objective, and to guide a learning experience task which will attain the objective.

The two important factors in "engineering" a successful learning experience are

- | | |
|---|--|
| *a. the learner and the objective to be taught. | c. the project and its objective. |
| b. the learner and the particular project. | d. the objective and the learning situation. |

a. the learner and the objective to be taught are the two important factors in planning a successful learning experience.

- 12** The 4-H leader must realize that it may require many learning tasks to achieve the 4-H objectives. Methods by which the 4-H member learns through tasks may be generally classified as: 1) discussing, 2) observing, 3) assisting and 4) leading.

Methods by which the 4-H member learns through tasks may be classified as

- | | |
|---|---|
| a. discussing, observing, assisting and revising. | c. observing, leading, developing and assisting. |
| b. leading, observing, revising and developing. | *d. discussing, observing, assisting and leading. |

d. 4-H learning methods may be classified as discussing, observing, assisting and leading.

- 13** There are many types of tasks which can be used to provide successful 4-H learning experiences. Three particularly good kinds of 4-H learning tasks are demonstrations, judging and group projects.

Three particularly good kinds of 4-H learning tasks are

- | | |
|--|---|
| a. demonstrations, trips and judging. | *c. demonstrations, judging and group projects. |
| b. judging, demonstrations and lectures. | d. judging, group projects and reading. |

c. demonstrations, judging and group projects are three particularly good kinds of 4-H learning tasks.

- 14** Demonstrations are used as learning tasks in many 4-H meetings. The learner gets his information about demonstrations from: 1) seeing others demonstrate, 2) discussing demonstrations and 3) reading the 4-H manual. From this information, the member makes generalizations about demonstrations.

From what source(s) does the learner get his information about demonstrations?

- | | |
|---|-----------------------|
| a. observation of other demonstrations. | c. 4-H manual. |
| b. discussion of demonstrations. | *d. all of the above. |

d. all of the above.

- 15** One logical generalization that can be made about demonstrations is that they have three parts: 1) Introduction, 2) Body and 3) Summary. Other generalizations are also made, and on the basis of these, the member develops his own demonstration.

Which of the following is not logically one of the three parts of a demonstration?

- | | |
|-------------|------------------|
| a. body. | c. introduction. |
| b. summary. | *d. explanation. |

d. explanation--the three parts are introduction, body and summary.

- 16** As a result of giving demonstrations (alone and in a group), observing demonstrations, and discussing demonstrations, the member's ideas and understanding changes. This change is reflected in his increased ability. The result of learning is, therefore, a change in behavior. The learner thinks differently, feels differently and acts differently.

The primary result of learning is

- | | |
|------------------------------|-------------------------------|
| *a. a change in behavior. | c. a feeling of competence. |
| b. a need for more learning. | d. a sense of accomplishment. |
- a. all of these are possible results, but the most important is the change in behavior.

- 17** A second type of task which can be used to provide successful 4-H learning experiences is judging. In judging, 4-H members begin to form ideas about standards for products. They compare articles to determine which most clearly meets the standard.

In judging, members form ideas about

- | | |
|-----------------------------|--------------------------------|
| a. competitive values. | c. economic value of products. |
| *b. standards for products. | d. leadership. |
- b. 4-H members form ideas about standards for products in judging.

- 18** Different kinds of judging experiences are offered at different age levels. At older age levels the members should be able to handle more difficult kinds of judging problems.

At older age levels, judging problems

- | | |
|-------------------------------|------------------------------|
| *a. should be more difficult. | c. are much more meaningful. |
| b. should be eliminated. | d. are less interesting. |
- a. judging problems should be more difficult at older age levels.

- 19** In judging experiences, the members begin to see that many things influence this type of decision. A wise decision varies from situation to situation. It is not always the same for different people or for the same person at different times. Thus, in judging, it is not a matter of right and wrong.

Judging should not be

- | | |
|----------------------------------|-------------------------------|
| a. a learning experience. | c. used with younger members. |
| *b. a matter of right and wrong. | d. an ambiguous situation. |
- b. judging should not be a matter of right and wrong.

- 20** The third type of task which can be used to provide successful 4-H learning experiences is a club project. Members should be encouraged to assume responsibility for all aspects of the project.

In club projects members should be _____ to assume responsibility for all aspects of the project.

- a. elected.
- b. appointed.

- *c. encouraged.
- d. required.

c. members should be encouraged to assume the responsibility for the project.

21 4-H members are expected to learn through discussing, observing, assisting, and leading 4-H tasks. These 4-H learning tasks may include demonstrations, judging or group projects. In summary, 4-H is intended to provide an educational experience for young people which combines and uses the information they acquire in other situations.

4-H is intended to provide mainly

- *a. an educational experience.
- b. a recreational experience.

- c. vocational guidance.
- d. an information resource.

a. to provide an educational experience for young people.

4-H Teaching Methods

In the preceding chapter the importance of 4-H learning experiences was discussed. The success of a learning experience depends upon selecting the best possible teaching method and then using it properly.

Various teaching methods are available to the 4-H leader. This chapter includes discussions of the objective of 4-H teaching methods, the choice of teaching methods, and the three categories of teaching methods usually used by 4-H leaders.

- 1** The objective of 4-H teaching methods is to make a 4-H learning experience successful. A successful 4-H learning experience allows the member to change and grow into a responsible adult. Learning experiences can aid a member to change and grow by increasing his knowledge (things he knows), by increasing his skills (things he can do), and by changing his attitudes (how he feels).

The objective of 4-H teaching methods is

- | | |
|--|---|
| a. allowing 4-H members to try their hand at teaching. | c. different from the objective of academic teaching methods. |
| *b. making 4-H learning experiences successful. | d. demonstration and visualization. |

b. making 4-H learning experiences successful.

A 4-H member can change and grow with the help of learning experiences by

- | | |
|------------------------------|----------------------------|
| a. increasing his knowledge. | c. changing his attitudes. |
| b. increasing his skills. | *d. all of the above. |

d. a., b., and c. are all correct answers.

- 2** The success of a 4-H learning experience depends upon choosing the best teaching method and using it well. The choice and use of a 4-H teaching method depends upon the leader's understanding of the teaching-learning process; his ability to create a good learning climate, and the subject matter to be taught.

The choice and use of a 4-H teaching method does not depend upon

- | | |
|-------------------------------------|---|
| a. the subject matter to be taught. | c. the leader's understanding of the teaching-learning process. |
| b. the leader's ability. | *d. the teaching methods used in local schools. |

d. the teaching methods used in local schools; it does depend on the subject matter to be taught, the leader's ability, and the leader's understanding of the teaching-learning process.

- 3** The 4-H teaching-learning process is a human transaction which involves the leader, the individual member, and the interactions in the group. Within this human transaction leaders and members explore a situation together, analyze the situation together, and make decisions together which result in learning.

The 4-H teaching-learning process is

- | | |
|-----------------------------------|--|
| a. dependent on pure memory work. | c. concerned with the leader and individual member only. |
| *b. a human transaction. | d. the same for all situations. |

b. a human transaction.

The 4-H teaching-learning process involves

- a. interactions in the group.
- b. leaders and members exploring a situation together.
- c. individual members.
- *d. all of the above.

d. a., b., and c. are all involved in the 4-H teaching-learning process.

- 4** The role of the leader is to help create a climate wherein learning can take place. The leader helps to create this climate for teaching-learning by accepting each member as an individual. He acquires as much knowledge as possible about each club member--facts such as age, grade in school, parent attitude, home conditions, and all special considerations are important. This climate prevents an individual member from feeling threatened and defensive during the teaching-learning process. The member should feel the support of the entire group as he experiences change.

It is the role of the _____ to help create a climate for learning.

- a. entire club.
- b. members.
- *c. leader.
- d. parents.

c. leader.

The 4-H leader can help create a proper climate for teaching-learning by

- a. doing all the difficult work for the members.
- b. ignoring individual differences of the members.
- *c. accepting each member as an individual.
- d. strict discipline and rules.

c. accepting each member as an individual.

- 5** The subject matter to be taught is an important consideration in selecting a teaching method. The content and the learning experience should both be considered. A teaching method should be selected which will be effective in teaching the content and achieving an increase in knowledge and skill.

In selecting a 4-H teaching method

- a. only the subject matter need be considered.
- *b. content and learning experience should both be considered.
- c. only the size of the group need be considered.
- d. none of the above.

b. content and learning experience should both be considered.

- 6** Three categories of teaching methods are usually used by the leaders of 4-H clubs. These are group teaching methods, field trip teaching methods, and visual-oral teaching methods.

4-H leaders usually use three categories of teaching methods:

- | | |
|---|---|
| a. group teaching methods, individual teaching methods, and visual teaching methods. | *c. visual-oral teaching methods, group teaching methods, and field trip teaching methods. |
| b. oral teaching methods, field trip teaching methods, and individual teaching methods. | d. demonstration teaching methods, lecture teaching methods, and field trip teaching methods. |

c. visual-oral teaching methods, group teaching methods, and field trip teaching methods.

7 Group teaching methods include problem solving in a group, group discussions (buzz groups), role playing, and workshops. The objective of group teaching methods is to teach the 4-H members how to work effectively in a group.

Buzz groups, role playing and workshops are examples of _____ teaching methods.

- | | |
|------------|---------------------|
| a. visual. | c. demonstrational. |
| *b. group. | d. oral. |

b. group teaching methods.

The objective of group teaching methods is to teach 4-H members

- | | |
|---|---|
| a. manners and polite conversation. | *c. how to work effectively in a group. |
| b. in a more economic manner than would be possible if taught individually. | d. when there is a shortage of available adult leaders. |

c. how to work effectively in a group.

8 To be successful a group teaching method must: 1) provide for participation by all of the members (individually or in committees), 2) make each member's participation important in accomplishing the group's goal, 3) make the group responsible for directing its activity through democratic procedures, and 4) allow continuous evaluation of the group accomplishments to provide a basis for further planning and decision making as well as a sense of pride and accomplishment.

To be successful a group teaching method should not

- | | |
|--|--|
| a. allow for the group to direct its own activity. | *c. discourage the participation of all members. |
| b. allow for continuous evaluation of group accomplishments. | d. make each member's participation important for the success of the group's goal. |

c. discourage the participation of all members; a group teaching method must provide for participation by all members either individually or in committees.

- 9** Problem solving in a group may be used formally in teaching project information or it may be used informally whenever a group of members are to make a decision. In either case, the problem solution usually requires four steps: 1) a situation arises which must be recognized as a problem, 2) the problem must be defined and clarified, 3) possible solutions are generated by the members of the group and the implications of each solution are considered, 4) a tentative decision is made in a democratic way.

The problem solution usually requires four steps: 1) a situation arises which must be recognized as a problem, 2) the problem must be defined and clarified, 3) _____, and 4) a tentative decision is made in a democratic way. What is the third step?

- a. members generate possible solutions.
- b. members consider implications of each solution.
- *c. both of the above.
- d. neither of the above.

c. both a. and b.

- 10** The group discussion method (buzz session) is a good group teaching method when the group is large. In the group discussion method, the total group is divided into buzz sessions of six to eight members. In the buzz sessions each member discusses the topic for five to ten minutes and then the total group is reassembled. Each buzz session reports back to the total group.

In the group discussion method the total group is divided into buzz sessions of

- a. 2 to 4 members.
- b. 1 to 5 members.
- c. 3 to 6 members.
- *d. 6 to 8 members.

d. 6 to 8 members.

Each buzz session

- a. discusses the problem for two to four hours.
- *b. reports back to the total group.
- c. is given the power of making decisions.
- d. all of the above.

b. reports back to the total group.

- 11** The buzz session will be successful if: 1) the topic to be discussed is understood by the group, 2) the topic is interesting to the group, and 3) the groups understand what is to be done in the discussion. The successful use of buzz sessions will allow each member of a large group to participate in the discussion.

The buzz session will be successful if: 1) the topic to be discussed is understood by the group, 2) the topic is interesting to the group, and 3) _____.

- a. the group is allowed to choose its topic.
- *b. the groups understand what is to be done in the discussion.
- c. the total group is fairly small.
- d. every member does not participate in the discussion.

b. the groups understand what is to be done in the discussion.

The successful use of buzz sessions will allow

- a. complicated problems to be solved without adult leadership.
- *b. each member of a large group to participate in the discussion.
- c. interesting topics to be discussed painlessly.
- d. for problem solving in very small groups.

b. each member of a large group to participate in the discussion.

12 To be sure the buzz sessions provide effective teaching-learning situations, it may be necessary to have a leader or junior leader provide information and direction in the buzz session. The buzz session may be most effective if it elects a chairman, a recorder, and a reporter.

The buzz session may be most effective if

- a. no direct leadership is planned.
- b. a chairman only is elected.
- c. the members choose their own topic.
- *d. a chairman, recorder and reporter are elected.

d. a chairman, recorder and reporter are elected.

13 The role-playing method is the unrehearsed acting out of a problem situation which concerns the group. The objective of role playing is to improve skills in communicating and the democratic process and also to learn how to understand other people.

The unrehearsed acting out of a problem situation concerning the group is called

- a. buzz session.
- b. make believe.
- *c. role playing.
- d. demonstration.

c. role playing.

The objective of role playing is to

- a. learn how to understand other people.
- b. improve skills in communicating.
- c. improve skills in the democratic process
- *d. all of the above.

d. all are objectives of role playing.

- 14** The first attempt with role playing should be a meaningful, simple situation which will be fun. The members should volunteer to take part. These participants should arrange the scene and discuss the main points to be brought out in the scene. The boys and girls should be permitted to express the roles they are playing in their own words and actions. The scenes should be stopped from time to time so the remainder of the group can suggest different ideas or approaches. After completion, the scene can be discussed with the total group. It is important to re-emphasize the main points which the cast attempted to communicate.

Which of the following should not be true of role playing?

- | | |
|--|---|
| *a. members should be appointed to interesting parts. | c. members should discuss the main points to be brought out in the scene. |
| b. members should be permitted to express their own words and actions. | d. the scene should be stopped periodically for group suggestions. |

- a. members should be appointed to interesting parts; the members should volunteer to take part--not appointed.

- 15** For members participating in the same project the workshop method is an important way to conduct a teaching-learning situation. Workshops provide opportunities for learning the skills required for the project and understanding the "Whys" of the subject matter in the project. The workshop method contains four basic steps: 1) leaders and members participate in planning the workshop, 2) the leader or junior leader shows how to perform the skills of the job being taught and explains why it is done, 3) the boys and girls perform the same skills under supervision, and 4) the participants evaluate the finished product.

In the workshop method

- | | |
|--|---|
| a. leaders and members participate in planning the workshop. | c. the leader explains why the job is done in this way. |
| b. the leader shows how to perform the skills of the job being taught. | *d. all of the above. |

- d. all three alternatives are correct.

- 16** Greater member interest and learning usually results from both the members and leaders planning the workshop. Factors to be considered in workshop project selection are; 1) select the project to be used as a basis for the workshop, 2) choose a project that several members are interested in, 3) consider previous project problems that the members have encountered. Information to be taught should be restricted to one or two main points of emphasis.

In planning the workshop

- | | |
|--|--|
| a. only new information and problems should be considered. | *c. a project that several members are interested in should be chosen. |
| b. information to be taught should be as possible. | d. leaders and parents only should be involved. |
- c. a project should be chosen in which several members are interested.

- 17** To conduct an effective workshop some important factors must be considered: 1) plan the length of the workshop according to the age and interests of the members of the group, 2) arrange for a meeting place that will be adequate for the type of workshop to be held, 3) set a date early to avoid schedule conflicts, 4) notify all members who are interested in the project being used for the workshop, 5) list all materials and equipment needed, and 6) make sure that leaders, junior leaders and experienced members agree, prior to the workshop, on the role each is to assume.

Prior to the workshop

- | | |
|--|---|
| *a. leaders, junior leaders and experienced members should agree on what their respective roles should be. | c. members are responsible for investigating the projects to be used. |
| b. a broad, new subject should be chosen by the leader and junior leader. | d. all of the above. |

- a. leaders, junior leaders and experienced members should agree on what their respective roles should be.

- 18** The teaching conducted in the workshop may be done by the leader, junior leader or other experienced member. The teaching will usually follow a set procedure such as: 1) the teacher and members discuss the nature of the workshop, 2) the teacher presents a brief idea of what is to be done, 3) teacher and members review the project manual dealing with the information to be taught, 4) the person teaching demonstrates each step that is to be performed.

Teaching in the workshop may be conducted by

- | | |
|------------------------|-----------------------|
| a. leader. | c. junior leader. |
| b. experienced member. | *d. all of the above. |

- d. the leader, junior leader, or experienced members are all eligible to teach in the workshop.

The individual teaching in the workshop

- | | |
|---|---|
| *a. should demonstrate each step that is to be performed. | c. together with members, should inform the public of the workshop. |
| b. should not interfere with the members during practice periods. | d. should be an experienced adult leader only. |

- a. should demonstrate each step that is to be performed.

- 19** Throughout the workshop it is important to explain "why," show "how" and encourage questions. After the demonstration the individual members should learn by repeating the steps. Skill and knowledge could be increased by the practice. The leader and junior leaders should be close by during the practice periods to answer questions, re-clarify steps and support the members' efforts.

The key words in the workshop method are

- | | |
|---------------------|------------------|
| a. think and plan. | *c. why and how. |
| b. watch and learn. | d. if and when. |
| c. "why" and "how". | |

During the practice periods after the demonstration, the leaders and junior leaders should

- | | |
|--|------------------------------|
| a. answer questions. | c. support members' efforts. |
| b. re-clarify steps. | *d. all of the above. |
| d. the leaders and junior leaders should answer questions, re-clarify steps, and support members' efforts. | |

- 20** Evaluation of the workshop teaching method can provide additional learning opportunities for the members. The workshop may be evaluated by the individual comparing his finished product with the instructions, or by the members of the group comparing their finished project with the finished projects of the group.

Evaluation of the workshop teaching method

- | | |
|---------------------------------|----------------------------------|
| a. is the task of the leader. | c. is done by the community. |
| *b. may be individual or group. | d. is useless for young members. |
| b. may be individual or group. | |

- 21** Visual-oral methods provide opportunities for members to increase their knowledge and skills, and learn how to teach other members. Visual-oral methods include demonstrations, illustrated talks, project evaluations (judging), and exhibits.

Demonstrations, illustrated talks, project evaluation and exhibits are examples of

- | | |
|------------------------------|--------------------------|
| a. workshops. | *c. visual-oral methods. |
| b. group discussion methods. | d. role playing. |
| c. visual-oral methods. | |

- 22** In a demonstration a leader or member makes or does something as he explains what he is doing. To insure a successful demonstration, the demonstrator should emphasize only one or two points. These points of emphasis should relate to projects in which most members have an interest. The main points should be stressed in all three parts of the demonstration--the Introduction, the Body, and the Summary.

In a demonstration, the leader or member

- a. plays the role he chooses.
- *b. makes or does something.
- c. should emphasize many points.
- d. uses group teaching methods.

b. makes or does something.

All demonstrations have _____ parts.

- a. two.
- b. four.
- *c. three.
- d. six.

c. all demonstrations have three parts--Introduction, Body, and Summary.

23 In the introduction the demonstrator attempts to create interest in the demonstration. The demonstrator usually tells what is to be taught, what he will do, and how the demonstration can be important to the members.

In the introduction the demonstrator

- a. teaches the points of emphasis.
- *b. attempts to create interest.
- c. explains each step which he performs.
- d. all of the above.

b. in the introduction of a demonstration the demonstrator attempts to create interest.

24 In the body of the demonstration the demonstrator teaches the points of emphasis. The demonstrator explains his actions as he performs each step. The demonstrator can rely upon information from his project manual to prepare the demonstration.

The main points of emphasis in the demonstration

- a. should not be mentioned in the introduction of the demonstration.
- *b. are taught in the body of the demonstration.
- c. should relate to projects of which members have no knowledge.
- d. should be stressed in the body of the demonstration only.

b. are taught in the body of the demonstration.

To prepare the demonstration, the demonstrator

- a. can rely upon information from his project manual.
- b. should divide the demonstration into three parts.
- c. should plan to stress only one or two main points.
- *d. all of the above.

d. a., b., and c. are all correct.

- 25** The demonstration summary allows the demonstrator to re-emphasize the important point of the demonstration. The demonstration summary should be concise and cover only the highlights of the demonstration.

The demonstration summary should

- | | |
|--|---|
| *a. re-emphasize the important points. | c. precede the body of the demonstration. |
| b. cover all the details of the demonstration. | d. all of the above. |

- a. the demonstration summary should re-emphasize the important points of the demonstration.

- 26** Illustrated talks are also visual-oral teaching methods. Illustrated talks are similar to demonstrations. In illustrated talks the illustrator shows how to do something, where in the demonstration, the demonstrator actually does what is to be taught. As in a demonstration, an illustrated talk should be taught in the Introduction, the Body, and the Summary of the illustrated talk.

Illustrated talks

- | | |
|-------------------------------------|--------------------------------|
| a. are a group teaching method. | c. are composed of four parts. |
| b. are identical to demonstrations. | *d. show how to do something. |

- d. illustrated talks show how to do something.

- 27** The introduction to an illustrated talk should create interest in the subject. The illustrator usually tells what is to be taught and how the talk will be important to the members.

In the introduction to an illustrated talk, the illustrator

- | | |
|---------------------------------|---|
| *a. tells what is to be taught. | c. shows how and why something is done. |
| b. does what is to be taught. | d. teaches one main point visually. |

- a. in the introduction the illustrator tells what is to be taught.

- 28** In the body of the talk the illustrator teaches the main points of the talk. These teaching points are made by showing on a drawing or a model how and why something is done. The illustrator can rely on information from his project manual to prepare his talk.

The main points of an illustrated talk

- | | |
|--|---|
| a. are taught in the introduction. | c. are taught by actually performing the task. |
| *b. are taught with the aid of a drawing or model. | d. are more numerous than those of a demonstration. |

- b. are taught with aid of a drawing or model.

- 29** The summary of the illustrated talk is an effective opportunity to re-emphasize the teaching points of the talks. The summary should be concise and cover only the main points.

The teaching points of the illustrated talk should be re-emphasized in the

- | | |
|------------------|--------------|
| a. introduction. | *c. summary. |
| b. conclusion. | d. body. |
| c. summary. | |

- 30** Judging is a visual-oral method designed to: 1) interest members in increasing their knowledge about something, 2) teach members how to use information in making their decisions, and 3) show members how to communicate with other people.

Judging is not

- | | |
|---|--|
| a. a visual-oral method of teaching. | c. designed to help members communicate with others. |
| *b. designed to increase members' competitive spirit. | d. designed to aid members in making decisions. |

- b. judging is not designed to increase members' competitive spirit.

- 31** The judging teaching method usually takes place in a judging contest. After general instructions for project standards, leaders or members make up samples or exhibits to be judged. In the judging contest the members "place" these samples or exhibits from the best to the least. Usually four things are judged and placed as excellent, good, fair, and poor.

In a judging contest

- | | |
|--|--|
| a. there are no general project standards. | *c. the members "place" exhibits from best to least. |
| b. effort is made to rank all exhibits high. | d. the leaders "place" exhibits from best to least. |

- c. the members "place" exhibits from best to least.

The exhibits in a judging contest are

- | | |
|-----------------------------------|--|
| a. made up by leaders or members. | c. usually placed as excellent, good, fair and poor. |
| b. placed from best to least. | *d. all of the above. |

- d. all alternatives apply.

- 32** After the judging contest, the members compare their placings orally. The oral report has three parts--an opening statement, reasons, and a summary. The opening statement contains the class and the order of placing. The reasons given for placement should compare the samples or exhibits to justify the placement. The summary is a short statement which re-states the important points. The oral report is probably the most important learning experience in judging.

When the judging contest is over

- a. members are asked not to compare themselves.
- *b. members compare their placings orally.
- c. each member receives a written statement of his shortcomings.
- d. members prepare a written justification for each placement.

b. members compare their placings orally.

The oral report has three parts. They are

- a. introduction, justification, and summary.
- *c. opening statement, reasons, and summary.
- b. opening statement, justification, and conclusion.
- d. salutation, body, and reasons.

c. opening statement, reasons, and summary.

The oral report following the judging contest

- a. is necessary only for first place winners.
- *b. is probably the most important learning experience in judging.
- c. is intended to foster rivalry and competition among the members.
- d. is actually an example of group teaching methods.

b. is probably the most important learning experience in judging.

33 The 4-H exhibit is another visual-oral teaching method. Exhibits are educational displays which present one focal idea. Exhibits are not displays of individual articles made by the members in their projects nor are they displays of awards won. A 4-H exhibit should be a display which teaches one focal idea in a visual story.

4-H exhibits are

- a. educational displays which teach several ideas in a visual story.
- c. displays of the various awards won by individual members.
- b. displays of individual articles made by the members in their projects.
- *d. educational displays which present one focal idea.

d. 4-H exhibits are educational displays which present one focal idea.

34 The 4-H exhibit should be interesting to the audience of the members' exhibit, it should present one short complete message, and it should attract and hold interest. An exhibit will be a successful teaching-learning experience if it is carefully planned.

values, his politics, the geographic locale of his home, his physical and mental health, his opinions and attitudes toward life itself. (25, 26). Although the counselor may anticipate the effects of these vocational controls on his counselee's self-system, it is the individual himself who ultimately determines the direction of his vocational decisions with such assistance as he is willing and able to accept from the counselor. And the counselor must, in turn, respect the individual's plan even though it may differ from his own. An individual in a democratic society and in a democratic vocational counseling setting is not assigned to a vocation, despite the results of aptitude tests and suggestions from interest inventories. He has the freedom to choose his own vocation, although the limitations imposed on him by a complex, changing, scientific society and the unique characteristics of his own personality are important considerations. The counselor, however, must be perceptive of the ties that exist between the adult's underlying drives and motives and his vocational goals. The need to be accepted by others, to be approved by others, to find a vocation suitable for one's social class - the social conformity drive - may well be the reason for one adult's vocational goal; the need meet and to work with others yet to maintain an impersonal aloofness might be the reason for a second adult's choice; the need for freedom - to be one's own boss (which may be related to a strict authoritarian

home, according to psychoanalytic theory) may be another reason; the need for economic security - a job with tenure, pension, defined working conditions, and the like; or a need for power control, or social admiration and attention getting may underline the job goals of many adults.

By the time the adult student comes to the counselor for advice or information, he is already the product of the interaction of his particular heredity and the cultural and personal and vocational forces that have made him into the kind of person he is. He has already experienced, directly or indirectly, what Holland (10) calls the "occupational environments" of his society; the "motoric environment" of laborers, machine operators, aviators, farmers; the "intellectual environment" of the physicist, anthropologist, chemist, mathematician, biologist; the "supportive environment" of the social worker, teacher, interviewer, vocational counselor, or therapist; the "conforming environment" of secretaries, bank tellers, bookkeepers and file clerks; the "Persuasive environment" of the salesmen, politician, manager, promoter, and business executive; or the "esthetic environment" of the musician, artist, poet, sculptor, or writer. For one reason or another, which must be understood by the counselor, the adult, when he enters into a vocational counseling relationship, seeks to leave one of these environments to enter another. He assumes that the

counselor will have more vocational information than he has, that the counselor will know more about the socio-economic trends of our economy than he knows, that the counselor may even know more about him as a person, what with his knowledge of psychology and tests, than he knows about himself. And the counselor has an obligation to the client who seeks his services. (7, 28, 29, 30).

The change of vocational direction is not always of the adult's own choosing. Social scientists tell us that the average person today will probably need to consider and enter four or more different vocations during his lifetime because of the rapid technological and scientific changes within our society. Vocational counselors, if they are to do a job commensurate with client expectation, must be informed with respect to the effects of automation on jobs; which jobs are increasing, which declining; what new occupations are appearing; in what way are the manpower needs of a particular community related to the manpower needs of the nation; whether there is a downgrading of skills formerly held in high repute; whether we are becoming a nation of consumers rather than a nation of creators; whether we are requiring a higher level of education and more credentials than jobs warrant; whether the human being is becoming a useless organism to be tolerated by the machine; whether technology is slowly becoming the master or the slave.

The vocational counselor must certainly be aware of the effects

of the educational revolution now taking place in our schools and colleges and whether our society will continue to cling to rather well-defined middle-class values or whether it will have to modify and revise such values in light of increasing demands from those under thirty. He will have to be fortified with knowledge about an ever increasing labor force of professionals and technicians and managers and officials with but a small underpinning of service workers and farmers. Many of those who come to us in the name of vocational counseling for adults need updating, retraining, or training for a new field of work because their old jobs are being phased out. Many of our clients also come because they have begun to recognize within themselves new intellectual and emotional strengths, which can, in large measure, only be actualized through new vocational endeavors guided by understanding, well-informed vocational counselors.

Occupational Trends - Extrinsic Factors in Vocational Counseling

Let us now try to answer a few of the questions that have just been raised.

The Manpower Report of the President, transmitted to the Congress, April, 1968 (19), informs us that the total population is expected to increase from 181 million in 1960 to 226 million in 1975 with a concomitant increase in the labor force from 73 million in 1960

to 93 million in 1975. Professional, technical and kindred workers will increase from 7.5 million in 1960 to 12.4 million in 1975 for an incredible increase of 65 percent. Laborers (except farm and mine workers) will decrease in their proportion of the total labor force from 5.5 percent to 4 percent. Agricultural workers, already the most outstanding example of technological change, will decrease a further 28 percent. Service workers are projected to increase from 8.3 million to 12.5 million.

The Manpower Report (19) also points out that more training is now required for the maintenance positions where technological changes have been made because a combination of electronic, electro-mechanical and sometimes even hydraulic operations are involved. For this reason many instrument repairmen and business machine servicemen need post-high school education in engineering fundamentals, mechanics, or electronics, in addition to intensive occupational training. The Report further states that maintenance electricians and applanccmen will need more technical education in order to handle a growing number and variety of electronic devices. In the scientific and engineering professions, aside from accretions of knowledge in all fields, new specialities have come into being, for instance, cryogenics, bionics, ultrasonics, computer technology, and microelectronics.

Wolfbein (38) in his 1964 report on Employment and Unemployment

in the United States, writes that the occupational pattern in 1900 which showed one of every three male workers employed as laborers on or off the farm required a relatively low degree of educational attainment by the labor force. This is contrasted with a job pattern that showed in 1960 one in three male workers engaged as either a professional and technical person or a skilled craftsman and, therefore, requiring a significantly higher degree of education in the labor force.

What all this means for the vocational counselor of adults and of young people is that he must now have a thorough understanding of an industrial world which increasingly demands a labor force that is better educated and better informed with respect to scientific skills than has ever been required of manpower before.

Those who have studied the problem in some detail (4, 21, 20, 32, 33) note that industry alone estimates that increased automation will mean thousands more of college graduates each year, just to keep going. And those of us on college campuses are certainly aware of the expanding opportunities for college graduates in medicine, teaching, nursing, social work, and the other helping professions, as we become more disturbed about the health and educational needs of an increasing population.

So far we have tried to draw some attention to the labor force as a whole. Let us now turn our attention to the women in our economy

who have begun to play such an important role in the same labor force. Many of the adults who have and will continue to come to you for vocational counseling will be women who, for one reason or another, have returned to school. Women today are employed in every occupation and profession listed in the decennial census. They have even invaded that highly prized male sanctum sanctorum - horse-racing. Furthermore, federal legislation now assures them equal opportunity and equal pay to that of the male population. Financial assistance for vocational training, advanced courses and higher education is becoming increasingly available to them.* At the present time, nearly half the women in the population between the ages of 18 and 65 are in the labor force and the percentage continues to rise rapidly. When the adult woman comes to the counselor for vocational counseling, she has already gone beyond her earlier dream of a romantic image of life; school, marriage, a family and life happily ever after; she now knows that a more accurate life pattern of the modern women includes school, work, and/or marriage, rearing a family while continuing to work either by choice or necessity, and a return to work when the youngest child is in school.* "This 'quiet revolution' in the life pattern of American women presents a special challenge to those responsible for the

* U. S. Dept. of Labor, Wage and Labor Standards Administration Women's Bureau, Washington, D. C. W. B 69056, November, 1968.

* *ibid*

counseling of girls" and women.

The increase in teenage marriage means that about half of today's women are married by the age of 21; they have their last child at about the age of 30; by the time the youngest child is in school, a mother may have 30 to 35 more years of active life before her. * Many of them have and many more will continue to return to school to pick up where they have left off. What does the vocational counselor have to know in order to assist women about occupational trends?

Labor force projections through the 1980's indicate that women and youth will provide the largest source of new entrants into the labor force. About 29 million women, 16 years of age and over, are in the labor force; more than one out of every three workers is a woman; almost three out of five women workers are married (58 percent); 21 percent are single; 21 percent are widowed, divorced, or separated; about 2.7 million women workers are heads of their families.

Job Satisfaction - Intrinsic Factors in Vocational Counseling

So far we have looked at a few economic facts relative to vocational counseling. But many of the adults in our college programs have returned in order to prepare themselves for either the professions or for those upper-level business positions that will presumably yield

* ibid

them greater personal satisfaction than they now derive from their work roles.

The Manpower Report previously referred to (19, p. 48) states that "The higher an individual's position in the occupational hierarchy, the more likely he is to experience satisfaction in his employment . . . the findings of job satisfaction studies (34, 2) have been consistent and generally unequivocal. Satisfaction is greater among white-collar than blue-collar workers as a whole, and typically is found to be highest among professionals and businessmen and lowest among unskilled laborers. "

Gurin and his associates in their book Americans View Their Mental Health (9), found, for example, that the highest proportion, 42 percent of very satisfied workers, was in the professional-technical classification, and the lowest, 13 percent, in the unskilled laborer group. The clerical and the sales workers surveyed in the study expressed somewhat less satisfaction with their employment than did semiskilled manual workers; a relatively high level of satisfaction was expressed by farmers, despite the downward trends of agricultural employment. In this connection, it might be well to note that selective factors are possibly at work, since many of the people most dissatisfied with farming are likely to have migrated to urban areas and those who remain or are drawn to farming are

probably those to whom the general life style of farming is more appealing than the complexity of urban life.

The relative importance of the different factors in job satisfaction or dissatisfaction is found to vary by occupational groups. What an individual perceives as satisfying or dissatisfying is necessarily determined by his own values, needs and motives, and expectations, as well as by the objective features of his present working environment. Different groups may have quite different reactions to the same set of job circumstances.

Thus, Centers and Bugental (3) in their recent study of work motivations of members of an urban population found that, by and large, workers in white-collar categories attached greater significance to the intrinsic factors related to the work itself, i. e., interesting work, use of skills and talents, and feelings of satisfaction, while the blue-collar workers placed comparatively greater stress on factors pertaining to the context in which the work was performed, the extrinsic factors of pay, job security, and coworkers. However, it should be noted that a job that calls for the exercise of considerable skill or talent is also more likely to provide higher wages, a good measure of job security, and more than minimally adequate working conditions.

Do nonwork activities provide greater satisfaction than work

activities? Does going to school provide greater satisfaction for your adult student than his daily work situation? There are very few studies in this regard, but Friedlander in 1966 (5) found that among government employees, at least, work is the pivot around which their other activities are planned. On the average, both blue and white-collar respondents considered their jobs far more important to feelings of satisfaction or dissatisfaction than recreation, education, or the church.

Implications for Vocational Counseling

Taking into account both the extrinsic and the intrinsic pressures on the adult student, what are the implications for vocational counseling? What is vocational counseling? The first description of vocational counseling, as we know it, is ascribed to Frank Parsons, who in 1909 (22, p. 5) wrote that vocational counseling included: 1) "a clear understanding of yourself, your aptitudes, your abilities, interests, ambitions, resources, limitations, and their causes;" 2) "a knowledge of the requirements and conditions of success, advantages, compensations, opportunities, and prospects in different lines of work;" and 3) "true reasoning on the relations of these two groups of facts."

Other definitions that have since been offered may be more detailed and include more emphasis on the interpersonal relationships between counselor and counselee but the basic principles for vocational

counseling first expounded in Parson's Choosing a Vocation, still hold. (23, 30, 31, 35, 36, 37).

For adults in higher education, the definition of vocational counseling might well include, according to my own way of thinking, that it is the process of helping an individual to understand the variety of influences in his life that have led him to his present work role; to assist him to reevaluate that work role in light of his more mature, realistic appreciation of his potentialities against the opportunities now available to him in a demanding, complex society - so that he may be able to derive maximum personal satisfaction from his work and society may be able to profit from his efforts. (30).

Not long ago vocational counseling consisted of information giving. Questions about the counselee were elicited, tests were administered, job requirements were checked by the counselor and then, after matching job requirements with the individual's inventory of assets and limitations, the counselee was assisted in examining appropriate occupations. Implicit in this kind of vocational counseling formulation was the assumption that dissatisfaction with one's work-role was due to a lack of information about oneself and the world of work. (30, p. 191-197).

A more recent influence on implications for vocational counseling has been Roger's non-directive or client-centered approach

where the emphasis has been primarily on attitudes and feelings rather than on so-called objective facts. The client is helped to explore his attitudes and feelings, to develop self-understanding and self-acceptance, without the benefit of tests and educational and vocational information (26, 27).

The confusion resulting from either using the inventory method of test results and information giving or the method of exploring attitudes and feelings without the use of tests and occupational information has been a source of difficulty for the counselor who works primarily with adults. On the one hand the counselor has been trained to use tests and occupational information; on the other hand, he recognizes the importance of emotional influences and the individual's concept of self as determining factors in occupational decisions. In order to resolve the problem, those who feel more comfortable with tests and information giving continue to do so, reasoning that client-centered counseling and self-concept ideologies do not necessarily apply to vocational counseling.

Those who have studied and have made serious attempts to understand the client-centered approach, however, are convinced that the basic principles of client-centered counseling are as applicable to vocational counseling as they are to personal counseling.

(11, 12, 13, 14, 15, 16, 23). In the words of C. H. Patterson (23, p. 223), they feel that "... the essence of counseling is the relationship. It is not the use of the interview, of tests, of specific techniques, or the surroundings which constitute counseling. It is a human relationship wherein the counselor provides the psychological climate or conditions in which the client is enabled to change, to become able to make choices, resolve his problem and develop a responsible independence which makes him a better person and a better member of society." This description of counseling in no way prevents the counselor from using tests and occupational information where needed. There need be no conflict between client-centered counseling and educational and vocational counseling. Tests and occupational information are appropriate where they are needed and where they are useful to help a client solve a problem and make a decision. (27). The very same techniques used in personal counseling can be adapted to vocational counseling. Of course, I for one, have never yet had a client whose vocational needs were unrelated to his attitudes, feelings, and personal adjustment. I have never had a client whose problems were solely in the realm of vocational counseling. Analyze the contents of your own counseling sessions with adults. More often than not

they will include feelings about himself, his employer, his family, although the reason given for the initial interview might well have been vocational counseling. Continue to interview him and he will reveal vocational and avocational interests, the kind of people he would prefer to work with and why, his vocational objectives in light of his abilities, interests, and hobbies, the barriers or conflicts which prevent fulfillment of vocational objectives. The client's associations evoked during the interview relate not only to vocations but also to personal involvement and personal needs which may sometimes have little to do with test results and occupational information.

There are those who speak of vocational counseling as a distinct area of student personnel work where "normal" individuals, whatever "normal" means, come only for assistance with vocational decisions. It may be that there are such people whose emotional concerns are of secondary importance compared to their occupational problems, but unfortunately I have personally never met this kind of "normal" individual. The fault may be mine. I am interested in the whole person, his present work situation, his vocational aspirations, and the personality dynamics of conflict and frustration which prevent him from achieving maximum satisfaction and his personal life and vocational role. (24, 31). For me, there is no dichotomy. Numerous studies have indicated

that those who are least able to experience gratification in employment are also apt to face difficulty in achieving a satisfactory state in their personal life; those who are above average in job satisfaction are happier, better adjusted people; the lower the level of job satisfaction the greater the mental health risk. (17, 18).

I believe that vocational counseling involves, in addition to the basic principles of counseling (a deep, sensitive appreciation of the client and his problems), and the possible utilization of tests and occupational information where and when needed, an understanding of the socio-economic influences within the society in which the client lives and an awareness of the impact of these influences on the client's life and interpersonal relationships. The client's socio-economic situation may call for an immediate, specific vocational decision and it may be the counselor's job to help the client reach that decision in light of extenuating circumstances but the counselor, at the same time, should leave the door open so that the client may return when circumstances have changed.

Vocational counseling, with adults in particular, calls for an understanding of the effects of job choice on family responsibilities which the adult has undertaken. Having a wife and several children dependent on one's earnings might well preclude immediate try-out

in a new vocational area, no matter one's interests and abilities and potentialities. Under these conditions, vocational counseling might well become family counseling. This is not to say once a teacher always a teacher, or once a plumber always a plumber. It does suggest, however, a realistic awareness of the many, many issues that must be considered in the realm of vocational counseling with adults. Following a sequence of suggested course credits, for example, may open or close vocational doors to the counselee. Terminal education in a junior college, unless the college has a transfer program, may make it more difficult for the adult to continue on toward a baccalaureate degree, a requirement for many vocational areas. Immersed in courses that one is primarily intrigued with without regard to the other programs of study that have been designed to develop an individual into a well-rounded, intelligent, educated person, may also limit his success in his chosen vocational field. More than one successful business or professional man has been heard to say, "I miss the background in art and literature and music; my concentration was solely in economics, or the sciences, or business administration and now I meet men in my kind of work who are as much at home in the arts as they are in business or in the professions; I feel inadequate." The excitement and hopefulness of all this, however, is that many

of these same men are now returning to our adult classes in search of intellectual stimulation that will enrich their everyday working lives. I do not believe that we can engage in vocational counseling without considering the effects of current educational policy on future vocational objectives.

Vocational decisions for the adult become less and less reversible as he grows older for he has already invested much time and energy and thought in his decisions. Counseling in this area, therefore, brings with it the need to recognize the effect of technological and scientific changes on the adult's work role, how he perceives himself as he is threatened by the introduction of new machines and bright young men who appear to have all the answers. And finally, counseling the adult student should also include ways of helping him to modify his work load as he begins to feel the effects of his years where the work-role is no longer as important as the "golden" years that lie ahead of him. For in the words of Cicero, "Nor is it the body only that must be supported, but still more the intellect and the soul, for they are like lamps - unless you feed them with oil, they go out."

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GROUP COUNSELING FOR ADULT COLLEGE STUDENTS

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As many members of Commission XIII of the American College Personnel Association are aware, the adult student is frequently neglected when it comes to college student personnel services. Our own journal has only had two articles dealing with the adult student over the past three years. This neglect is also found in many college counseling centers as adults frequently feel that service is for other students. Before getting into some of the problems and potential solutions in the adult student world, we should probably play the semantics game and get involved in definitions.

As I discuss the adult over the next few minutes, I am talking about that person who is probably over 25 years of age. He may be graduate or under-graduate, full time or part time but he generally sees himself as being different from the typical 18 to 22 year old college student. In some cases he is different. In some cases his major stress and emphasis is on academic preparation to prepare him for a vocation. He is frequently disenchanted with those requirements which don't lead directly to vocational preparation and often is not a participant in extra-

curricular activities. The few surveys performed to explore this problem indicate that the typical adult does not participate because he is only interested in vocational preparation or because he feels out-of-place with the typical undergraduate college student.

As a part of the semantics game I suppose we should also briefly mention what we mean when we talk about counseling. In this respect it may be easier to say what counseling is not rather than what it is. But let's try both, recognizing that there is much disagreement in whether or not there is a difference between counseling and psychotherapy. It is my contention that there is a difference although I would agree that the difference may be only in depth. I would say that counseling is not a long term therapeutic process designed to change one's personality. Counseling, whether it be group or individual, is a process whereby one or more individuals engage in an intimate relationship, the goal of which is to assist individuals to learn to solve problems with which they are unable to cope.

It is likely that any area which can be effectively explored in individual counseling can also be handled in the group setting. Personally, having tried both, I much prefer group counseling to individual counseling. The dynamics of interaction between group members, the awareness that others have problems, the ease with which participants can communicate with each other, and the overall sense of worthwhile-ness that seems to come from assisting another human being, are all

reasons why I find group counseling to be exciting and stimulating. It is an effective educational process whereby individuals learn to look at themselves as others see them within a group context. As with t-groups and sensitivity groups, the emphasis is on here and now activities, planning for the future and how can the college or university be of assistance to you. Discussions of past history are discouraged since the past cannot be changed and is frequently distorted by perception and time. It is an educational process as individuals not only learn about themselves but learn how to relate to others. When a member appears to make too many others in the group uncomfortable, appears to be extremely unrealistic or highly agitated or disturbed, or continues to discuss problems inappropriate to the make-up of the group, this member is then referred to another professional person for much more intense assistance.

My own group counseling style differs a bit from my individual counseling behavior. Within the initial group sessions, I take a more active participant role and my behavior is much more aggressive and confrontive, than in individual counseling, as I attempt to encourage interaction and get the group to look at alternatives to problems. The group must also understand that it is the individual who must decide the best course of action for himself, and on this issue I am very directive. This is a difficult process for group members to grasp,

that is while they may offer suggestions and encourage the exploration of alternative behaviors, the final decision must rest with the individual himself. While there are differences in style between individual and group counseling behavior, there are also similarities. Although the counselor may take an active, aggressive, confrontive role and does listen carefully, not to just one but to everything that goes on, he also needs to look very carefully for the wide variety of non-verbal clues which indicate discomfort, agreement or disagreement with what is being said. The counselor stresses an examination of interaction between group members rather than focusing in on a single individual. The counselor rarely makes eye contact with the participant who is doing the talking, rather he scans the entire group to observe their reactions to the speaker. After all when one is talking, you know what he is doing but it is important to observe reactions to the speaker and the content. This is a difficult process for some beginning group counselors to learn since much of their previous learning and indeed much of their previous life experiences have stressed the importance of making eye contact with its connotations of trust and honesty.

But, the premise of this paper deals with group counseling and the adult population. What kinds of services can counselors in a college or university offer the adult student. Probably, first and foremost is assistance with the advisement and registration procedures.

Every counselor who has not been through the registration procedures ought to assume the role of a student in his own institution and find out what it's like to attempt to secure answers to questions, attempt to register for classes, and attempt to find one's way around campus as a confused student. Once the counselor has had this experience, he may better be able to empathize with other students and adults who have to fight the process. Most colleges and universities have some way around the complex for graduate and part-time students. These may involve early or late registration procedures, waiving tests and course requirements and the like. The counselor working with adults, and indeed any student, should appraise him of the possible loopholes and this can be done in group orientation sessions. If registration is a frustrating and anxiety provoking experience for the typical student, think how much more so it is to the adult who may have some reservations about his own ability to cope in an academic environment. Rather than place obstacles in the way of the adult, it would behoove the counselor to remove these obstacles. Thus, group orientation sessions can be established for the beginning adults in an effort to orient them to many of the procedures required for enrolling in a college or university, as well as to explain the necessity of having the procedures and what ways there may be around the procedure. If the college or university requires a college entrance exam, the adult may be discouraged at having to take

the test. He may not know that the university he is attending has decided that the test is not applicable to the adult population, although this is not generally published. Or, he may not know that the adult may have to take the test but doesn't have to take it prior to his admission to the program. All of these orientation services may be performed in group settings either days or evenings depending on the needs of the students.

Even before orientation, there is another valuable group counseling or discussion service that can be offered by the counselors. A large number of adults, and particularly women, have a feeling that they want to go to school but don't know which way to turn. A series of testing and group counseling programs can be initiated which allow the adults to express their anxieties and receive support from other adults regarding these fears and concerns. The mutual exchange of information coupled with group interpretation of some of the tests will usually add some direction to the planned course of study. In addition, the offering of a testing and pre-academic counseling group may well be a source of recruiting students to credit and non-credit programs.

In addition to orientation, there are a number of other group counseling services which can be offered to the adult student. College personnel staff working with adults merely need to look at the problems of adults in their community and at the problems of adult students enrolled in their college or university to determine the kinds of services

which may assist in the solution of the problems. For example, a highly innovative and well-publicized program was developed by a Mr. Raymond Ziegler of the United States Employment Service in conjunction with the Counseling Center for Adults of the Division of Continuing Education in Portland Oregon. Mr. Ziegler, a part-time graduate student in guidance, became concerned at the number of older workers who were being replaced due to age or automation. Mr. Ziegler observed that many of the older workers suffered a psychological trauma which incapacitated them to an extent where they were even unable to look for other employment. He recruited several of these older workers, engaged in group testing using some of the more common (although inappropriate) group interest and aptitude tests which are available on the market. He then engaged in a group test interpretation, and through a series of group interaction sessions encouraged the older workers to go out and secure employment using their own stated interests, experiences and test results. Instead of waiting for want ads to appear in the paper and instead of depending on employment agencies, the group members used the yellow pages of the telephone book as an employment directory and "pounded the pavement" looking for work. In the group settings these older workers related their job seeking experiences and often acted as a referral source to other group members, when they heard of a job opening for which they were not hired. The outcome of this

experience was so positive that it grew from ten and fifteen members to over seventy within the first year and has since served several thousand individuals. It became so large that the program could no longer be handled by the facilities of the Division of Continuing Education and has since been maintained by the Portland Community College. It also appeared to be so successful that it was expanded to a program serving anyone, not just older adults. In this case, the entire emphasis was on group referral, group resources and group interaction. When an individual appeared to be so highly traumatized or appeared to have personal problems that were inappropriate for this group to handle, the individual was referred for personal counseling to the Counseling Center for Adults.

To determine other needs, one merely has to talk with a number of adult graduate students to learn that there is frequently a need for marriage and family counseling on the campus. Visits to married students housing, where one may observe the interaction between students' children and between the married couples themselves, is often indicative of adults starting to crack under the pressure of time, energy and effort necessary to successfully complete a highly intensive competitive, school program. The stress of trying to make it through school at either the graduate or under-graduate level frequently produces a strain that even the most stable marriages and families

have difficulty overcoming. Settings such as these are naturals for group counseling as the individual members develop a sense of awareness that others have problems similar to theirs and that they are able to help each other solve their problems. Generally, the emphasis is on "here and now" activities. The group leader discourages raking up past histories, feuds and antagonisms. The emphasis in marriage and family counseling tends to fall in five areas.

1. Improving interaction and communication among members.
2. Reducing perceptual distortion which arises out of different value systems and life experiences.
3. Developing a sense of awareness of the impact an individual has on others and their reactions to the individual
4. Clarifying role expectations for the individual, that is those expected roles that one's family expects him to play.
5. Offering a setting for trying out new roles with the support and encouragement of group members.

When there are severe personality problems or problems which are so overwhelming that the group either cannot handle or is too uncomfortable to handle than the individual or family is referred to another agency or service for more intensive counseling.

With the emphasis today on self-awareness, becoming an individual, and being sensitive to the needs of others, another service

being requested of many schools are the t-group or sensitivity experiences. Most of these are offered on a non-credit tuition basis. Most are services purchased by employers. However, a number of students hear of the positive (and sometimes negative) effects of sensitivity training and desire to participate in a similar experience. Thus, this too is another group experience which the counselor working with adults may be able to offer. Many of the older adult students with adolescent children have problems coping with the new and different value system of the adolescent. Sensitivity experiences along with role playing may help the adult first learn to appreciate the differences between youth and himself and then help him to cope with the problems caused by these differences.

There are a number of occupational groups who seem to be in need of guided group discussion in an effort to assist them in improving their image, developing understanding about their roles in a changing society or just learning to compete, exist or survive in this seemingly chaotic world. Included in some of these groups are ministers who seem to have a real need to explore who they are and where they are going; groups of police who are extremely concerned about public reaction to their image; groups of businessmen who may wish to gain some ideas into how they may assist in the social changes occurring in this country as well as a number of special interest groups. An

example of a group being served by a special series is the Special Programs for Women offered by the Division of Continuing Education of the Oregon State System of Higher Education. Further information about these programs can be secured from Mrs. Sue Gordon of the Division Office at 1633 Southwest Park Avenue, Portland, Oregon, 97201. Several years ago these programs were developed which afforded experiences to assist women who were seeking opportunities for their own personal growth and development. These developmental experiences may be related to the woman as an individual, to her family, to her career, or to community services. The entire emphasis was to assist those interested women in facing the challenges offered by life in today's complex world. Programs, mostly geared toward those women over twenty-five, consisted of individual and group counseling, testing, series of special discussions, and credit and non-credit courses including some in how to study, in financial planning, estate planning, landscaping, communication, religion, cultural activities, parental effectiveness, physical exercise for women and self-defense. Topics of special interest included intensive workshops dealing with problems of divorce or widowhood, the single woman or mothers with problem children.

These are programs developed out of special needs expressed by groups of individuals. Home extension agencies and extension services

or university departments of continuing education have long geared their services to meet some of these special needs. However some programs, and the Portland program is an example, can become highly specialized. As mentioned previously women are not the only interest area. Increasingly around the country, programs are being developed for minority groups and other special interest groups such as the above-mentioned ministers, police and others.

In conclusion, I might say that there are a variety of group experiences which can be offered to the adult coming to the college campus. The variety is limited only by the imagination, the willingness to work, and the creativity of the staff. Before closing a word of caution. There are several factors which can kill a program. Although most programs can be made to be fairly self-supporting, the lack of finances can hamper its effectiveness. Apathy on the part of the population or staff may kill a program. If it is apathy on the part of the population, then perhaps the program deserves to die or at least be re-evaluated. But, probably the greatest hazard to a staff is a successful program. Successful programs have a tendency to grow faster than staff is able to develop or cope with them. You must be aware that you can literally kill yourselves attempting to service all of the demands. You and your staff must place limits on some of your activities and allow them to grow in an organized, systematic fashion. You can afford to be

different and indeed it is being different that frequently attracts attention to you and your program. You can learn, and indeed learning is one of the growth and developmental experiences that comes out of working with groups of other people. You will learn that you frequently do not have the answers and even more will probably learn that you are frequently unaware of many of the problems confronting members belonging to a group different from your own. You will probably learn that the group itself has the resources to solve most of their own problems. Your function is to serve as a catalyst, and a stimulator, and a facilitator as you bring together group members and encourage their interaction. I encourage each and every one of you to take a close look at the possibility of offering some kinds of group services. I feel confident that you, your organization and the adult students with whom you are working will all benefit from the experience.

PARTICIPANT EVALUATION OF WORKSHOP

COUNSELING ADULTS: CONTEMPORARY DIMENSIONS

Participants in the 1969 Pre Convention Workshop in Counseling Adults completed two different evaluation instruments, each containing eighteen items. The two questionnaires overlapped somewhat but thus contributed to the validity of some of the answers.

The environment (Sahara Hotel, Las Vegas) became a factor both positive and negative in the workshop. Since participants had to travel through the casino to get to the workshop and to get to lunch on their rooms, it served as a distraction. At the same time the 24 hour a day operation, the all night shows, and the holiday atmosphere, contributed to more of a superficial involvement by the participants than had been experienced in the two previous workshops. Only 90% of the participants completed the evaluation forms even though copies were mailed to those participants who had failed to complete them in Las Vegas.

While the faculty of the workshop and the commission members were satisfied that this workshop was a worthwhile undertaking, they agreed too that it did not give us the same high level feeling of professional accomplishment as the previous Dallas and Detroit Workshops of 1967 and 1968. Respondents rating's and comments have been statistically tabulated and are here reported.

What is your overall evaluation of the Workshop?

Excellent 0% Good 61% Fair 33% Poor 6%

To what degree did it meet your expectations?

Completely 6% Considerably 44% Somewhat 50% Poorly 0%

Was the emphasis of program content on areas of importance to you?

Yes 39% Somewhat 50% No 11%

Rate the program as to the degree to which it held your interest.

Excellent 6% Good 61% Fair 33% Poor 0%

The amount of information given was:

Too much 0% About right 61% Barely adequate 28% inadequate 11%

What was your personal reason for attending?

- "Learn contemporary demensions in counseling today's adult students. "
- "Professional growth. " "More involved in counseling. "
- "To learn from the experience of others. "
- "Bring self up to date in current program. "
- "To see what's going on among the Commission? Their current emphanses?"
- "To become reacquainted with other counselors from out of state. "
- "To expand knowledge of what other institutions and individuals are doing in the area of adult education. "
- "General interest in the program. "

Rate the program as to the amount of new knowledge gained.

Extensive 0% Adequate 61% Little 39%

How stimulating was the program?

Highly 11% Moderately 89% Slightly 0%

How relevant was the information to your work?

Quite 39% Slightly 50% Limited use 11%

The length of the Workshop was:

Too Long 11% About right 89% Too Short 0%

How would you rate the opportunities for exchange of information between participants during the workshop?

Very good 33% Adequate 50% Lacking 17%

What single feature did you enjoy most?

"Opportunity to meet and communicate informally with commission members."

"Small group experience. " "Case presentation. "

"Questions after presentations. " "Work sessions. "

"Exchange of personal experiences. "

"Meeting people from different schools. "

What specific topics would you like to have included in the program?

"An approach to today's adult student as different from yesterday's. "

"More on para-professional training and use of. "

"Sensitivity training for participants. "

"Group counseling for mature women. "

"Individual counseling and minority group counseling. "

"Campus unrest and increase of black student-counseling. "

"Distinguished aspects of adult part-time student counseling needs. "

"More psychometry. " "Live demonstrations. "

"Rational-direct counseling. "

"Counseling the hard core unemployable. "

"Expansion of educational counseling. "

Do you prefer:

a) Individual speakers for each session? Yes 87% No 13%

b) Panel of speakers for each session? Yes 64% No 36%

c) Informal discussion format? Yes 100% No 0%

d) Open meetings to include APGA members? Yes 70% No 30%

Participation:

Satisfactory : Unsatisfactory

a) Length of papers. 100% : 0%

b) Length of group sessions 83% : 17%

Satisfactory : Unsatisfactory

c) Opportunity for interpersonal
and interprofessional exchange
outside of formal sessions. 88% : 12%

Conference theme:

a) Pertinent for you? Yes 87% No 13%

b) Theme suggestions for the future:

"Para-professionals in counseling"
 "Counseling of mature women"
 "New Directions"
 "Review of Research"
 "Group counseling for women"
 "Continuing education for women"
 "Bridging the Generation gap through group counseling"
 "The college drop-out and the evening college"
 "The marginal high school graduate and the evening college"
 "More case studies"
 "Student population hysteria-Re adult" ????
 "Educational counseling for the part time student"
 "Beyond education and vocational counseling"
 "Rational directive counseling"
 "Transactional Group Dynamics" ????

Comments:

"This is a fine workshop and certainly met its objectives. "
 "Slow moving-insufficient participation by group members. "
 "Most of presentation was irrevelant to my particular work setting. "
 "Nothing new offered."
 "You didn't define what you consider 'adult'. "

APPENDIXES

APPENDIX A

AMERICAN COLLEGE PERSONNEL ASSOCIATION
 COMMISSION XIII-STUDENT PERSONNEL WORK
 FOR ADULTS IN HIGHER EDUCATION

COUNSELING ADULTS: CONTEMPORARY DIMENSIONS

Friday, March 28, 1969

1:30- 2:00 P. M.	Registration and Coffee	
	Presiding	Kaback
2:00- 3:00	Short-Term Counseling:	
	How----When---Where	McDaniel
3:00- 4:00	First Group Work Session	
4:00- 5:00	General Discussion	
	Presiding	Grenfell
7:00- 8:00	Case Conference: Presentation	
	of a Typical Case of Adult	
	Counseling	Thompson

Saturday, March 29, 1969

	Presiding	Thompson
9:00-10:00 A. M.	Educational Counseling	Fisher
10:00-10:45	Vocational Counseling	Kaback
10:45-11:00	Coffee	
11:00-12:00	Second Group Work Session	
12:00-1:00 P. M.	General Discussion	
	Presiding	Kaback
2:00- 2:45	Group Counseling	Grenfell
2:45- 3:00	Coffee	
3:00- 4:00	Third Group Work Session	
4:00- 5:00	General Discussion	
5:00- 6:00	Summary and Evaluation of Group	
	Workshops	Thompson

APPENDIX B.

PURPOSE

This Workshop has been planned to provide student personnel workers for adults with experiences to:

1. Inquire into the counseling needs of the adult student.
2. Examine a variety of counseling techniques suitable for adult students in higher education.
3. Participate in small group work sessions to discuss methods and techniques related to counseling adults.
4. Become involved in meaningful dialogue with the Workshop faculty and with each other in a search for ways of improving counseling services for adults.

WORKSHOP FACULTY

Dr. Joseph A. Fisher
Drake University

Mr. John E. Grenfell
Southern Illinois University

Dr. Goldie Ruth Kaback
City College of the
City University of New York

Dean Reuben McDaniel, Jr.
Baldwin Wallace College

Dean Clarence H. Thompson
Drake University

ROSTER OF REGISTRANTS
COMMISSION XIII - ACPA PRE CONVENTION WORKSHOP
COUNSELING ADULTS: CONTEMPORARY DIMENSIONS

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APPENDIX D.

ROSTER OF ACPA COMMISSION XIII
STUDENT PERSONNEL WORK FOR ADULTS
IN HIGHER EDUCATION

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City College of the City
University of New York

Dean Clarence H. Thompson,
Past-Chairman
Drake University

Mr. John E. Grenfell
Vice-Chairman
Southern Illinois University

Dr. Vera Schletzer
Executive Committee
University of Minnesota

Dean John S. Bailey
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Dr. Jane B. Berry
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Mr. Thomas O. Brown
University of Akron

Mr. William D. Dannenmaier
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Mr. George G. Thompson
University of Nebraska at Omaha

Mr. William T. Tracy
Marquette University

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on Adult Education